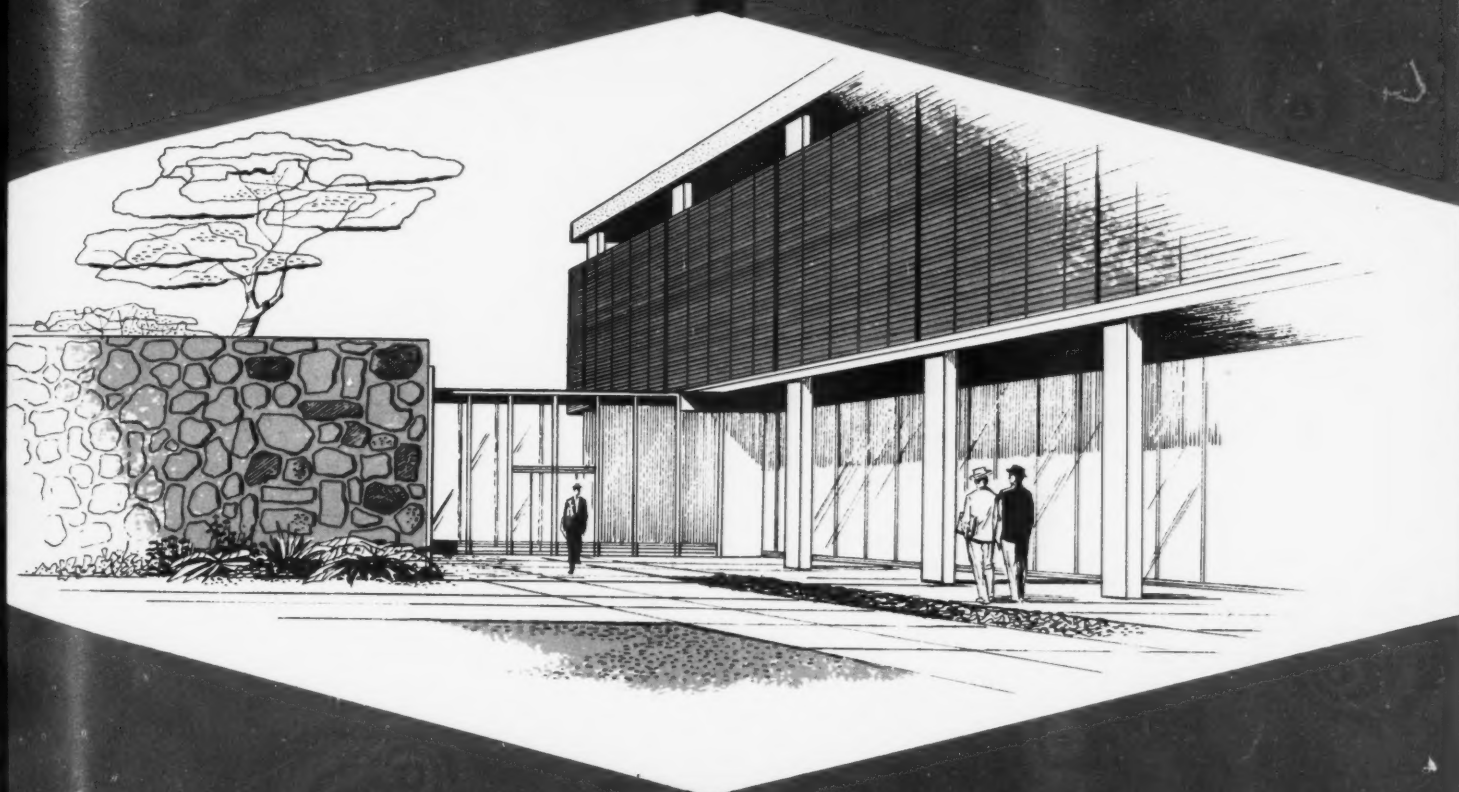


CTA *Journal*



1958



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Walls: (wood) <input type="checkbox"/> Frame <input type="checkbox"/> Brick <input type="checkbox"/> Other (describe) _____		Home Phone _____	
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ESSENTIAL

CTA *Journal*

CALIFORNIA TEACHERS ASSOCIATION

693 Sutter Street, San Francisco 2, Calif.
Phone PRospect 6-4110

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MANUSCRIPTS, photographs, cartoons, and special art on educational subjects are invited but the publisher of *CTA Journal* assumes no obligation for return or compensation. All correspondence should be addressed to the editor. Opinions of writers do not necessarily reflect policies of the California Teachers Association.



CTA Journal, September 1958

VOLUME 54 NUMBER 6

SEPTEMBER, 1958

"Story of CTA" edition — 125,000 copies

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J. WILSON MCKENNEY

Editor

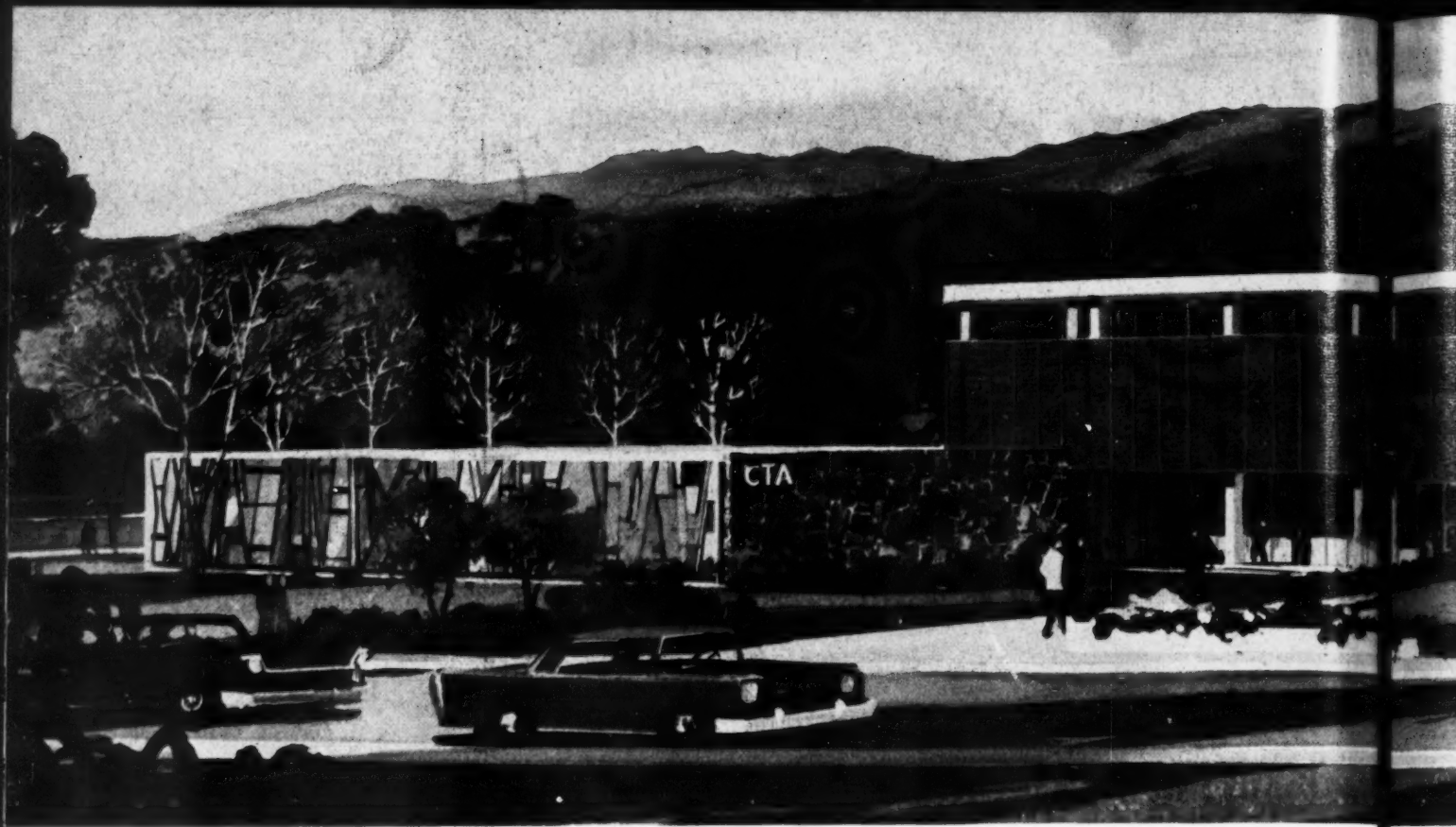
NORMAN E. LUBECK

Art Director

VIVIAN L. TOEWE

Advertising Manager

One of the striking features of CTA's great new headquarters building in Burlingame will be a dramatic anodized gold aluminum sunscreen 20 feet high which will band the three-story portion of the structure. Erected in five-foot continuous panels eight inches deep, they will be projected two feet out from the building. The screen will eliminate glare from windows on the second floor. Windows on the first and third floors will be set well back and will thus be protected from direct sun rays. Staff people who studied the blueprints as construction started this summer came to call the sunscreen a "honeycomb", prompted by the shape of the metal cells. Artist Norman Lubeck used the shape in setting the theme of this month's cover design. He has shown his conception of the future view from Murchison Drive toward the passageway from the single-floor conference area to the main building. For a wider view in the same direction, see the two-color spread on pages 2 and 3.



CTA'S NEW HOME NOW

WORKMEN have been toiling for more than two months on construction of a new headquarters for California teachers located at Burlingame, 17 miles south of San Francisco.

Foundations—and a basement almost big enough to encompass a football gridiron—will be completed this month. In another nine months—aiming at a target date of June 1, 1959—the office staffs of California Teachers Association and affiliated organizations hope to move into the three-story, 60,000 square-foot building.

"This building will be beautiful; it will be pleasant to look at," said Executive Secretary Arthur F. Corey at the ground-breaking ceremony on the site June 20. After describing the uses and symbols of architecture through the ages, he pointed out that "this building will provide shelter for those who do useful and important work, and it will represent to all who may see, a great ideal. The building will be a symbol of an emerging profession. Through the years it will be material evidence of the faith of the teaching profession in its own mission and its own future. This building, standing at the crossroads of tomorrow's world, will speak to all who pass of the importance of the teacher in a free society."

Only four minutes driving time from San Francisco International Airport, a stone's throw from the Southern Pacific main line, and a third of a mile from six-lane

Bayshore Freeway, the six-acre site was purchased by order of the State Council of Education in December, 1954. On an adjoining acre site, CTA Bay Section's 8,000 square-foot modern headquarters building has been in use for two years.

CTA's membership growth of 53,000 in eleven years caused the board of directors to consider a successor to the six-story building at 693 Sutter Street, San Francisco, which it had purchased in 1951. By reselling the present headquarters and by judicious use of one dollar of membership dues set aside for capital outlay, the board expects to finance an investment of over a million dollars at the new site without an additional membership assessment.

Designed by Welton Becket, F.A.I.A. and Associates, Los Angeles and San Francisco architects and engineers, the new building will be concrete and glass, with a gold aluminum sunscreen banding the main structure. One arm of the L-shaped building, shown at the left above, will be a single story containing conference rooms and lounge facilities, linked (as shown in the cover drawing) to a three-story structure containing offices, basement storage, and mechanical equipment space.

Field stone will be used on the end walls of the conference center. The single story portion will house five conference rooms, four of which can be opened into a single area to serve as an auditorium seating up to 550



UNDER CONSTRUCTION

persons. A catering kitchen is included to serve any combination of the conference rooms.

A 9,000 square-foot basement will provide storage space for supplies and publications, as well as operating area for the membership records department. On the ground floor will be located office services and placement departments, easily accessible from the 240-place parking area.

On the second floor will be placed public relations, publications, accounting, and the offices of CTA affiliated organizations. Housed here will be the west coast office of the National Education Association, close to offices of CTA field service. Other organizations requiring office space will include California Association of Health, Physical Education and Recreation; California Association of School Administrators; California Junior College Association; California Scholarship Federation; California Elementary School Administrators Association; California Secondary School Administrators Association; California School Supervisors Association, California Business Education Association, and California School Employees Association.

The third floor will contain the executive secretary's office and board room, research department, library, commission offices, and other offices. Automatic elevators as well as a mechanically operated mail conveyor will serve the four floors.

The building will be completely air-conditioned by

Dudley Deane and Associates, mechanical and electrical engineers. Robinson and Giddings is the firm of structural engineers on the project. The general contractor is Swinerton and Walberg of San Francisco.

The artist's conception shown above is the future view from Murchison Drive in the Mills Estate. Within 100 yards is Mills High School of the San Mateo High School District, which will be placed in use this month for the first time. Nearby is a modern residential and apartment area as well as a shopping center, all of which have been built in the last four years.

A photographic record of construction is being made for *CTA Journal* and the pictorial story will be told in these pages during the next eight months.

CTA President Mary Rhodes sits at the controls of a giant earth mover, which she operated last June 20 to scoop the first shovelful at ground-breaking ceremonies. Later she predicted that the building and its annexes to rise on the site would meet headquarters needs of CTA and its affiliates for at least the next 40 or 50 years.



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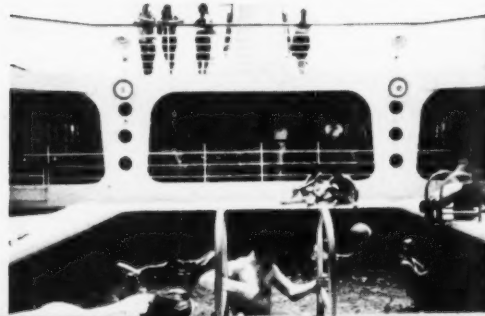
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 modations. I understand detailed information will follow.
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 tional information.
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 1959 marks the beginning of a new
 concept in educational travel.



Arthur F. Corey
CTA Executive Secretary

Prop. 17 Threatens Schools

Proposition 17, the tax-juggling initiative upon which California voters will ballot at the November election, poses a serious threat to the public schools. It should be defeated. If approved, it would slash state revenue so severely that a \$40 million or more cutback in state aid to the schools would be almost certain.

The State Council of Education, which determines policy for California Teachers Association, has formally gone on record opposing the measure and urging a **No** vote on Proposition 17.

Here are the reasons the Council took the action:

The measure, by reducing sales and use tax rates and changing personal income tax rates, would cut State revenue by at least \$50 million a year. It would tie the hands of the State Legislature in meeting future needs through increases in the sales tax and would permit income tax rates to be changed only by a vote of the people.

The priority which the State Constitution gives schools on state funds would apply only on the \$180 per a.d.a. minimum apportionment guaranteed by the Constitution. It would not apply to the additional \$13.37 per child voted by the Legislature. In seeking a way out of the resulting financial dilemma, the Legislature would almost certainly cut back to the \$180 allotment. This would mean a loss of \$42,540,000 in state aid to local districts next year. The effect on educational services, salaries and other school operations is obvious.

With urgent school needs remaining unmet and a deficit of \$250 million already facing the state, it would be utter folly to lop another \$50 million off state income. Vote **NO** on No. 17.

The State Council approved four of the 18 ballot measures. They are:

Proposition 2—The \$220 million bond issue for continuation of the existing program of state loans and grants to school districts for school construction.

Proposition 3—The \$200 million bond issue for state construction, including state college and university facilities.

Proposition 9—The constitutional amendment to increase the length of the general session of the Legislature by eliminating the 30-day February recess and eliminating Saturdays and Sundays in computing the 120-day session.

Proposition 13—The measure to make the office of State Superintendent of Public Instruction appointive by the State Board of Education instead of elective.

These and other significant ballot measures will be discussed more fully in the October issue of CTA Journal.

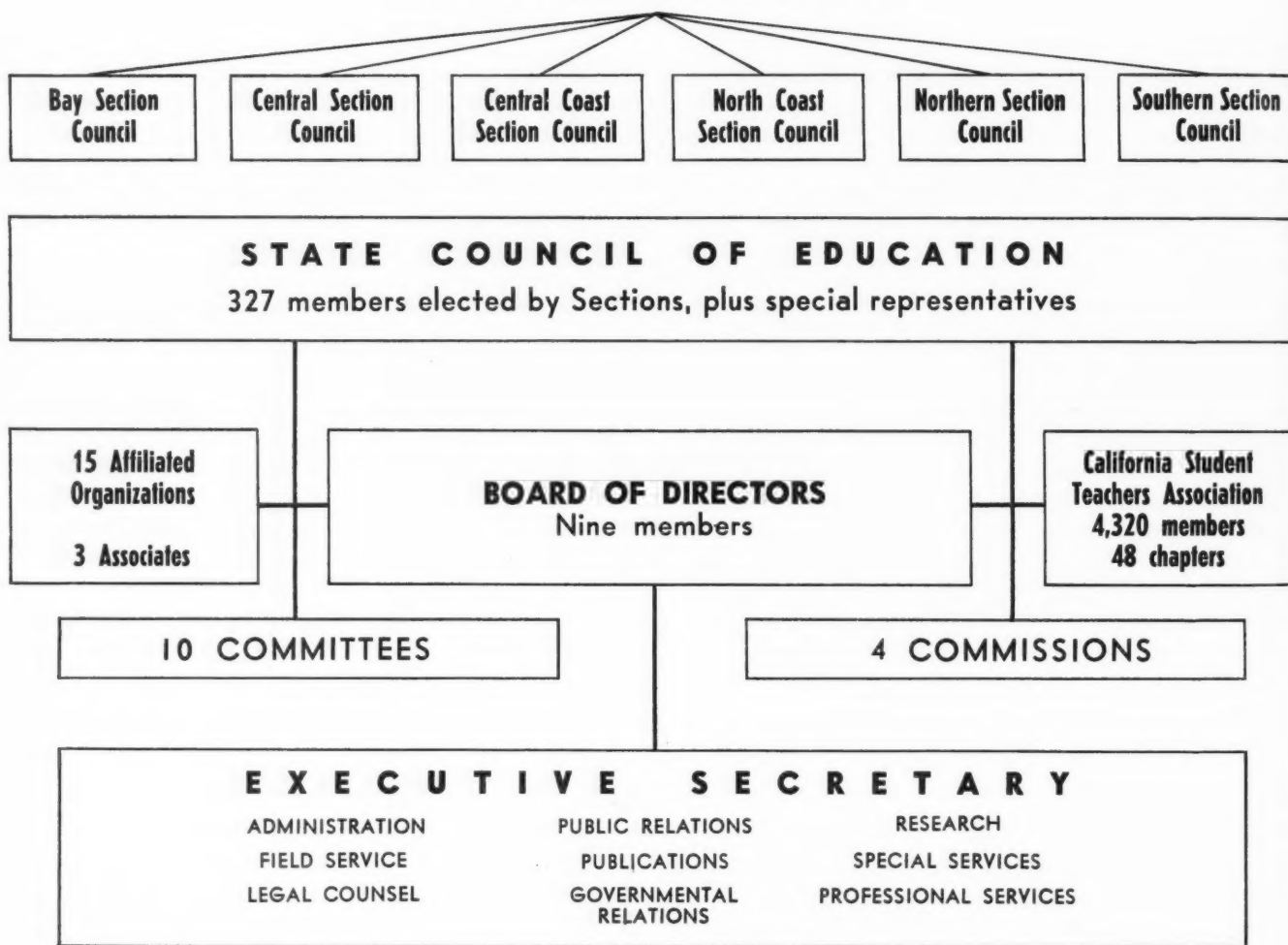
A.F.C.



CALIFORNIA TEACHERS ASSOCIATION



595 CHARTERED CHAPTERS



Democratic action through a representative assembly is the key to the success of California Teachers Association. As the above functional chart indicates, the voice of the individual member may be heard through the local association, the Section council, and the State Council of Education. Members of the board of directors, nominated by Sections, are elected for three-year

terms by the Council, the state-wide representative body. The directors exercise the corporate powers of the Association and appoint staff officers. The executive secretary is the general manager of the Association, directing the activities and operations of divisions and services which now cover 12 functional areas. On page 30 appears a listing of staff executives and consultants.

We Grow Together

THE VITALITY of a body, be it biological or social, is revealed primarily in its evidences of growth. When so measured, California Teachers Association is clearly revealed to be a dynamically vital organization.

Vigorous life is demonstrated in the constant membership growth of CTA. Even with this year's dues increase, membership is reaching a new high. CTA includes in its ranks those actively engaged in all aspects of public education. As it draws into a common council more and more individuals and groups of professional workers, representing the diverse interests of education in California, CTA becomes the largest state teacher organization in the country.

Steady expansion of facilities marks CTA's vitality. Less than a decade ago CTA moved from small rented offices in San Francisco and Berkeley into a newly purchased building, a six story structure at 693 Sutter Street, San Francisco. By 1953 approximately one half of the building was occupied by the staff; today the whole building is in use and more space is needed. Foreseeing this activity growth some time ago, the State Council authorized the purchase of land and made plans for a new building. On June 20 we broke ground at the site in Burlingame for a new home, which will be a true educational center in California and the pride of every CTA member. The building will house staff departments, conference and committee rooms, and provide office space for many of our affiliated organizations.

Program development and expansion to meet diverse needs keynote CTA's sturdy vitality. Constantly, members are facing problems in all areas that confront education today: finance, curriculum, teacher welfare, professional status, teacher education, certification, and many others. After a study of these needs and problems, we set goals, we make plans, and we begin our work. Many times before we reach a goal, new needs occur; we re-evaluate our program and re-establish our objectives. The vital cycle of life—so familiar to teachers in the processes of learning—planning, executing, and evaluating—are here found in the life and growth of CTA. The program on all fronts goes forward—slowly and haltingly at times, then forcefully and dramatically.

Those who have given years of service to CTA have grown in wisdom and understanding, and many have seen the fruits of their labors. Those who are beginning to serve public education through CTA have rich experiences ahead in democratic action. I invite you who are new in the profession or newly arrived in California to join, to learn about CTA, and to give your talents to a great professional organization. For through your personal and professional growth, made possible in the dynamic program of CTA, we grow in our common purposes.

Mary S. Rhodes



MARY STEWART RHODES

CTA President

High school teacher (1960)

2000 Fixlini Street, San Luis Obispo

A native of Minnesota, Mary Stewart Rhodes received her A.B. degree from Monmouth College in Illinois and an M.A. from USC. She taught in public schools of Colorado and Wyoming before coming to California in 1943 to teach English and Latin and to counsel at San Luis Obispo senior high school. She has served as president of her chartered local, president of Classroom Teachers Department of Central Coast Section, and president of Central Coast Section. In 1955 she married Alvin Rhodes, superintendent of San Luis Obispo county schools, who is also active in many professional associations. Mrs. Rhodes was honored this spring by the Federated Women's Clubs of San Luis Obispo and the Tri-County District when she was named *Teacher of the Year*.



JOHN H. PALMER

Vice President

City superintendent of schools (1959)

415 Seventh Street, Marysville

A native son and graduate of Chico State College, John Palmer taught at Vacaville elementary school two years before becoming district superintendent at Placerville. He has served as city superintendent at Marysville for 14 years. Former president of CTA Northern Section three years and president of county teacher organizations in El Dorado and Yuba counties, he has long been active in professional work. A long-time member of the State Council of Education, he currently serves on the NEA board of directors (as senior director from California) and is currently chairman of the NEA Budget committee.



CHARLES C. HERBST

High school teacher (1961)

10328 Wilkins Avenue, Los Angeles

President of CTA Southern Section two terms, Mr. Herbst was elected to the Board in April 1958. During his service with CTA-SS, he served as chairman of the building committee for the new Sixth Street headquarters. He has served on the CTA advisory panel on insurance as well as the services and dues committee. As a member of the State Council, he has served on legislative and salary committees. He is chairman of the Teachers Association Mutual Fund and president of the Teachers Insurance Association. He is currently a member of the state advisory panel on evaluation of program and services.

SARAH CARTER

High school teacher (1959)

1615 P Street, Eureka

Serving in various chairmanships with Eureka Teachers Association, Sarah Carter's capacity as a leader was quickly recognized; she became president of her local, followed by presidency of North Coast Section, Council member, and member of NEA commission. Before coming to the CTA board of directors in April 1956, she served as chairman of the advisory panel on public relations, chairman of the moral and spiritual values committee, and member of the legislative committee. In addition to teaching high school English, Mrs. Carter is active in her home town in American Association of University Women, Delta Kappa Gamma, League of Women Voters, and the Methodist church.



BEN W. KELLNER

High school teacher (1961)

2305 Pacific Avenue, Bakersfield

A native of Nebraska, Ben Kellner has been a high school teacher in Bakersfield most of his adult life. In the summer for the last seven years he has been managing director of the Bakersfield Junior Baseball Association. But most of his "spare" time has been devoted to professional work: as a member of the NEA Resolutions committee (chairman this year) and as a local and Section leader. He was president of East Bakersfield High School Faculty Club (which holds CTA Charter No. 1), president of Kern Division, and president of Central Section—before he was elected to CTA board of directors in April 1955.



MARY CATHERINE SMITH*Elementary teacher (1960)
4168 Stephens Street, San Diego*

Holding an A.B. degree from San Diego State College, Miss Smith taught elementary schools in San Bernardino and Westmoreland before coming to San Diego city schools. Her professional organization work includes a term as secretary of the San Bernardino Teachers Club, two years as president of the San Diego Teachers Association, parliamentarian and committee chairman of the local chapter. She has been an active member of the Southern Council, serving on the Section by-laws committee. A life member of NEA, she has participated in summer conferences of the Department of Classroom Teachers, where she served on the committee for study of merit rating.

**JACK D. REES***District superintendent (1960)
1099 E Street, Hayward*

A teacher and administrator for 22 years, Jack Rees has long been a leader in professional and civic affairs. President of California Teachers Association for the last two years, he has been a member of the board of directors since 1951. He has been chairman of the State Council's legislative committee since 1956 and served in the same capacity for the California Elementary School Administrators Association from 1949 to 1953. He has been president of Alameda County Teachers Association and a member of the Bay Section council. His civic activities include presidency and directorships of his home town chamber of commerce, Lions club, Community Chest, and United Crusade.

**JACK ROBINSON***Unified district superintendent (1959)
15110 So. California Ave., Paramount*

Beginning his teaching career as coach, speech and English teacher, Mr. Robinson became administrative assistant in curriculum at Clearwater elementary district. When the district's name was changed to Paramount and became unified, he became assistant superintendent, later superintendent. The entire 28 years of his teaching career he has spent in the same school area. A former president of CTA Southern Section, Mr. Robinson has served on the Southern Council and the State Council of Education.

**HELEN VON GARDEN***Elementary teacher (1961)
St. Helena Elementary School, St. Helena*

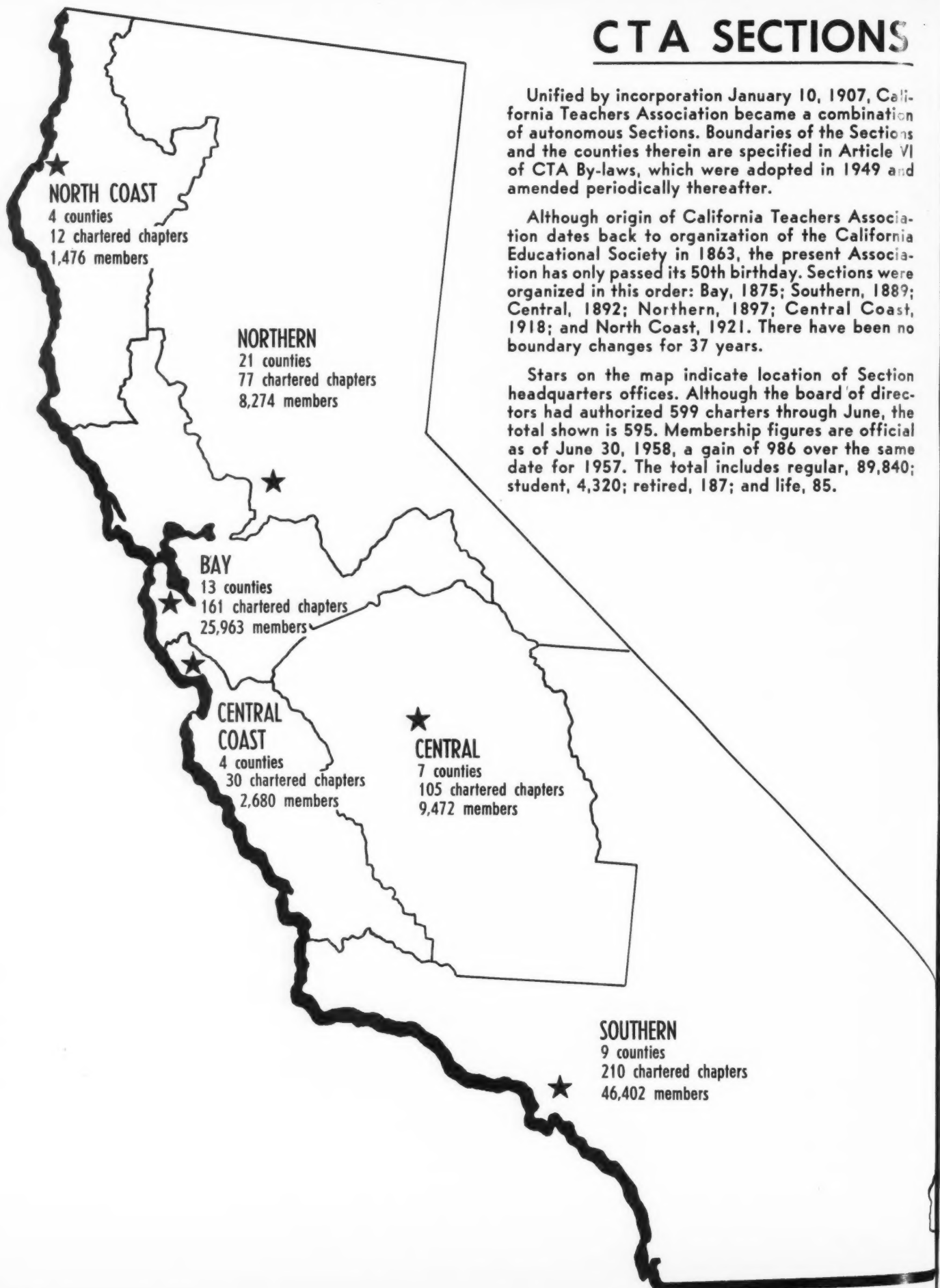
A member of the board of directors from the Bay Section, Mrs. von Garden is a graduate of San Francisco State College and Teachers College, Columbia University. Formerly general supervisor of elementary schools in Napa county for six years, she is now teaching in St. Helena. She served as president of the Bay Section in 1952 and has long been a member of the State Council of Education, where she formerly held the chairmanship of the committee on international relations. First elected to the board in April 1955, she is now serving her second term on the governing body.

CTA SECTIONS

Unified by incorporation January 10, 1907, California Teachers Association became a combination of autonomous Sections. Boundaries of the Sections and the counties therein are specified in Article VI of CTA By-laws, which were adopted in 1949 and amended periodically thereafter.

Although origin of California Teachers Association dates back to organization of the California Educational Society in 1863, the present Association has only passed its 50th birthday. Sections were organized in this order: Bay, 1875; Southern, 1889; Central, 1892; Northern, 1897; Central Coast, 1918; and North Coast, 1921. There have been no boundary changes for 37 years.

Stars on the map indicate location of Section headquarters offices. Although the board of directors had authorized 599 charters through June, the total shown is 595. Membership figures are official as of June 30, 1958, a gain of 986 over the same date for 1957. The total includes regular, 89,840; student, 4,320; retired, 187; and life, 85.



MEMBERSHIP

On our way to 100,000 strong!

When CTA dues jumped from \$12 to \$22 a year, effective last January, consensus among leaders indicated an inevitable decline in membership. But even the most optimistic were proven wrong. CTA's total membership as of June 30, 1958, was 94,434—986 above the top figure for 1957 and a gain of one percent.

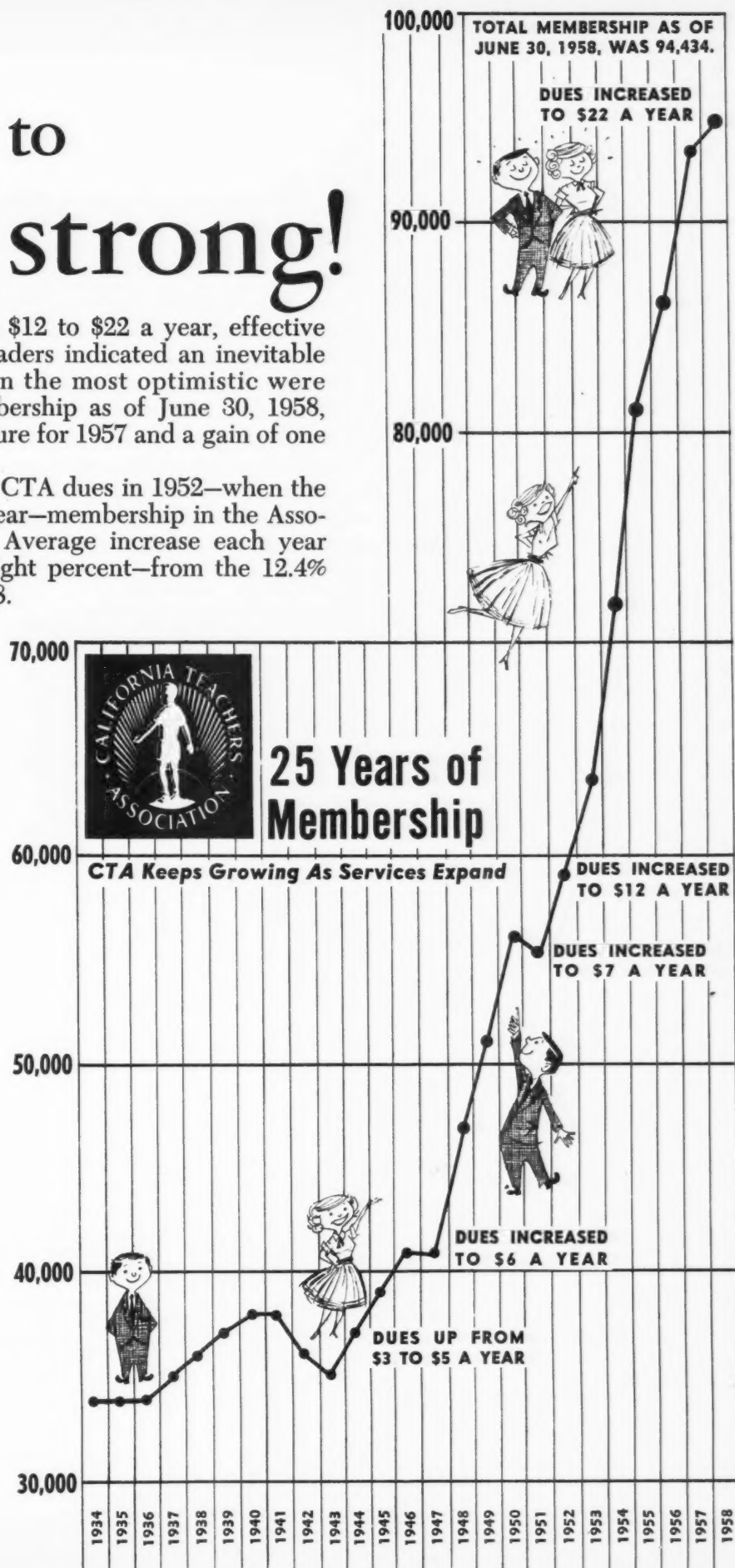
Since the last major increase in CTA dues in 1952—when the figure jumped from \$7 to \$12 a year—membership in the Association has climbed 62 percent. Average increase each year for the last six years has been eight percent—from the 12.4% of 1953-54 to the 1.1% of 1957-58.

A tree grows well when its roots are well nourished in healthy soil. Similarly, the professional association of teachers in California grows surely and vigorously because it is grounded in a sound program of service and action, springing from a healthy educational environment.

The record shows that a relatively small investment in the expanding program of California Teachers Association brings substantial dividends in teacher welfare, in addition to the more abstract values of professional and social growth.

More than eight out of every ten teachers in California become members of CTA every year. Many veteran or retired teachers proudly claim continuous membership over 30 or 40 years. Teachers newly arrived in California or newly graduated and credentialed waste no time getting their names enrolled in chartered chapters.

This year payroll deduction for payment of professional dues has simplified the work of building representatives. Many school districts put the permissive legislation in operation last fall and many more will be adopting the necessary bookkeeping procedures this month. Advantages of spreading the cost of membership over a period of months have appeared obvious to thousands of teachers.



THEY TEND THE GRASS ROOTS



ACTION on a thousand fronts makes California Teachers Association live and move and grow. The nine hurrying men who breathe life into the organism are the field representatives, the staff of CTA Field Service.

Observers use a metaphor when they talk about field service. Here are trained gardeners, planting the seeds, tending the plants, pruning the broken branches, trussing up the scarred trunks, delivering the harvest.

These nine men, knowing the tree as well as the orchard, direct their special attention to the grass roots. For from these roots—the 100,000 teacher members in the state—grows the largest and strongest teacher association in the nation. The roots need nourishment and attention—and they get them.

They get attention in a thousand ways and that is why this story begins with the word ACTION. Listening, speaking, counseling, training, instructing, cajoling, demanding, mediating, the field representative combines the roles of diplomat, politician, handy-man, scholar—but never forgets his primary function as gardener.

The very name field service implies that there must be a field. That field—the area in which the grass roots grow—lies almost entirely in the nearly 600 local chartered associations, representing every city and county in the state. With these local units the field representatives spend most of their time, although they often answer calls for help from isolated individuals.

The nature of the calls and the resulting action can best be illustrated by a few general and actual items picked from the files.

A local association professional relations committee reported to its school board a detailed account of problems growing out of the dismissal of two principals. Careful studies, in which a field representative acted as consultant, led to recommendations for reassignment, installation of personnel procedures in the district, and the squashing of a recall movement. Many of the recommendations were adopted. A tense community conflict was converted into harmony.

A faculty club negotiated successfully for fringe benefits, including half-pay for sick leave for a period following authorized sick pay. A field man helped in the planning, made the representations to the board on behalf of the teacher group.

A superintendent failed to notify a teacher of dismissal by May 15, then requested a resignation. The teacher returned to the district in September, found he had been assigned to clerical work. The teacher appealed to CTA field service. The representative worked with the local professional relations committee, dug up applicable sections of the law. The superintendent was advised that the teacher's contract must be bought, he must be assigned to classroom work, or he must have other duties appropriate to certificated personnel. The committee recognized the teacher's weaknesses, recommended special service work. The superintendent agreed and at year's end there was no protest when he used normal methods of dismissal.

A teacher notified of dismissal on May 14 contended there had been no evaluation or notice of failure. The local teacher committee informed the board, on advice

of a field representative, that it had ignored a code of ethics. The board reversed its action, reemployed the teacher, and directed the superintendent to set up an evaluation procedure.

Sued by parents for an alleged injury to a pupil during a disciplinary incident, a teacher faced court action. A field representative gathered the facts in the case, guided the Chapter in selection of an attorney, and won the case.

Dismissed in midyear, a supervisor appealed to her Section ethics commission, which in turn referred the case to the local chapter. The local committee found the supervisor had been involved in serious adjustment problems in two districts, was then facing bad check charges, and was in apparent need of psychiatric help. The committee concurred with the dismissal decision. The supervisor appealed again to the Section and after exhaustive study the Section ethics commission laid the facts before the state credentials commission, which also had investigated the case. The supervisor lost her credential until a medical clearance could declare her fit for professional duty. Along the way, a field representative stood by to assist competent teachers in their effort to dislodge a person who had become professionally unfit.

A tenure teacher, illegally dismissed, appealed to the CTA board of directors for legal aid. The board authorized the assistance and CTA won the case, including an award of back pay.

Superintendents, too, receive help from field service and many call on field men to help develop personnel procedures or to encourage the development of local association programs. One superintendent this year was dismissed by his board before expiration of his contract. A field man insisted that the contract must be fulfilled and the board accepted his advice.

Sometimes it works the other way. In one case charges against a superintendent were referred to a Section ethics commission. Evidence seemed to be damning and the commission sent its administrator members to ask the offending member to resign his four-year contract in favor of a one-year settlement. The board had made some mistakes, too, the evidence showed. The superintendent resigned.

Field men, with noses trained to scent trouble, often detect trouble in a district before it boils to the surface. By suggesting conferences between the superintendent and the local public relations committee, they usually find remedies which save jobs and quiet ruffled tempers.

With ten years of practice, CTA field men have explored and charted some safe channels for solving problems. Group action, based on principles and procedures found generally satisfactory, have been so successful in California that they have been widely copied in other state associations.

For one thing, it has become standard practice to find friction points and to lubricate them before the machinery of professional service flies apart in a roar of public shouting. Teachers have learned to use administrative or professional organization channels to solve mutual problems. They know that to condone a grievous wrong or to tolerate an injustice is unethical when channels are open and ready for use.

After two years of failure, a northern California district teachers association called in a field man to strengthen the local organization. He suggested that the chapter of 70 teachers and administrators organize committees on tax survey, budget, administrative salaries, teacher certification, salary schedules, staff opinion, and public relations.

The tax survey committee studied rates in the 41 districts of the county, prepared charts which showed that its district had the lowest tax rate in the county and that it was near the bottom of the list in a statewide comparison of per-pupil expenditure.

The publicity and community contacts committee, through personal interviews with citizens, established the conviction that higher taxes were necessary. The field man talked to staff and parents about salary schedules and trends, drawing on current research findings from CTA headquarters. Complacency melted.

After some months of effective preparation, local chapter officers presented a finance program calling for an override tax of one dollar. The special election was successful. Maximum salaries in the district were raised \$1600 and several teachers received much needed salary increases of \$1000 a year.

This story is typical where the facilities and experience of the statewide Association can help to overcome local apathy. The field man who carried the ball was Erwin Howlett and the district was Folsom.

Four years ago the men of field service set down the functions and guiding policies which resulted from their work with teacher groups. Definition of functions they roughly confined to professional relations and public relations. Policies they established for their own guidance covered areas of professional problems, dismissals, conferences and workshops, salary consultations, and other relationships.

Robert Rees, Field Service Executive, a ten-year veteran in CTA work, notes that organization of effective locals has almost been completed in the last decade. Strengthening the work of chartered chapters is his goal for the next ten years, especially in the field of public relations.

He looks back on some of the weaknesses of field service, mostly the result of staff overload. His field men were too eager to help, too conscientious, too pleased with the recognition of their tentative efforts, too much in a hurry, too much engrossed in individual teacher problems.

With the development of field conferences (37 held last year with over 9,000 members attending), Rees now feels that field service can work more efficiently with chapter leaders rather than with individuals. A complete field staff with matured experience, calling on the resources of Section offices as well as personnel of CTA research, public relations, publications, personnel standards, teacher education, legal counsel, and special services, can help members to help themselves professionally.

The fourth annual president's seminar, held at Asilomar late last month, has proven to be an excellent means

FIELD SERVICE COVERS THE STATE

of developing and orienting local leadership. A logical outgrowth of this annual study-and-do session for chapter leaders will be a follow-up by field service men to provide additional guidance for faltering local associations. Pamphlets, booklets, and leaflets are already available from CTA for almost every phase of local association activity but additional handbooks may be prepared as needed on financial support for education, improved professional standards, and communication with members within the organization.

An area of effort initiated only a few months ago is the extension of program and services to senior college members and chapters throughout the state. Although a concerted drive for increased college faculty salaries, launched by CTA in the legislature last spring, was smothered under an economy blanket, hundreds of college teachers have turned to CTA as its advocate and mentor. With a half-dozen college CTA chapters already organized, it was expected this fall that other nucleus groups would seek charters. CTA's sponsorship of accreditation procedures, teacher education programs, and credential strengthening had already attracted wide attention among professors and instructors in higher education.

Rees, in outlining a program for his staff this year, has proposed that field men be alert for charges of discrimination in employment. Work in this area will be confined to fact finding within interpretation of the code of ethics for California teachers.

Another area requiring attention, the executive states, is a definition of organization, program, and services for office chapters of county superintendents of schools.

In addition to Rees at the state headquarters office in San Francisco, field representatives include Mark Erickson, who works in Bay Section and the San Francisco metropolitan area, and Ben Mansell, working in the Bay Section. A new field man, who joined the staff last month from the University of Chicago, is Robert Phelps, who will cover activities in North Coast and Central Coast Sections.

Maintaining a home and office in Chico is Erwin Howlett, who has served the Northern and North Coast Sections for the last five years—now assigned to Northern Section. Bruno Merz works out of Fresno, covering the multiple activities of Central Section.

Ted Bass, another ten-year veteran, is assistant executive in charge of the field service office in Los Angeles. With him are William Kingsley and George Starrett, who joined the field staff early this year.

"Leadership Inspired Us"

Appreciation for staff services rendered is typical of chartered chapters. An illustration is the letter sent to the CTA-SS field staff last April by Grant Anderson, president of Tustin Elementary Teachers Association.

"Your leadership has inspired us to

move on in spite of a tendency to let down. Your encouragement through reports from field service men has helped us to be better informed. Your bulletins, newsletters, and Journals have kept us aware that others were working for us. Your genuine spirit of helpfulness at conferences and meetings has made us proud to belong to CTA."

A former field man in Los Angeles was Arnold Wolpert, now west coast representative for the National Education Association, with offices in the CTA building in San Francisco. James Williamson, Jr., who had served a year as field man in Southern Section, last spring took over new duties as Personnel Standards Executive in San Francisco. Four CTA staff department heads got their basic training in field service.

One of the significant developments in field service work during the past year is the assumption of many field responsibilities by Section offices. Although separation of function is not yet clearly defined, state and Section field staffs meet monthly to report progress, consider mutual problems, and plan long-range programs. For instance, according to CTA by-laws, membership promotion is primarily a Section responsibility—but state field men (as well as other state staff people) help organize membership drives, distribute promotional literature, and maintain master mailing files.

Hugh Page and John Muir in Bay Section; Paul Bjeland, John Orcutt, Lyman Duncan, and Lloyd Roberts in Southern Section; and Kenneth Allard in Central Section, work effectively on area problems in field service. All six of the Section executive secretaries, as well as some of their staff members, provide special service such as retirement and insurance consultation and interpretation of current educational legislation.

Salary consultation, formerly the assignment of a few specialists or research executives, is now a rapidly expanding service in which field representatives from state and Section offices receive and provide training.

If a local teacher association wants to promote a recruitment program among students, fend an attack on public education, guide an emotionally distressed member, or support a local school bond election, it can and does get help from a field service man. The field man helps the unemployed and the unemployable, gives the administrator a hand with teacher problems, assists the teacher with a supervisor grievance, or listens to the board of trustees when nobody is speaking to anybody. He addresses a mass meeting of parents and teachers in a big city and the next day stops to visit a one-teacher school where the board hasn't provided an adequate wood-stove. An expert in school-community relations, he has trouble explaining to his wife why he must attend five night meetings in a row, followed by a weekend conference. He is a general educational consultant, dedicated to the welfare of three million children but too busy to spend any time with his own.—J.W.M.

Confirming the effectiveness of CTA Field Service in helping local chartered associations in all aspects of their professional activity, on the next page are a few stories describing typical situations in California.

Field Conferences Help Teachers Grow

A thousand persons attending a county field conference is an achievement of Mrs. Hazel Ranney of Garden Grove, president of Orange County Teachers' Council. She didn't



Hazel Ranney

do it alone, of course, and it wasn't a single meeting—but last fall's meeting series was a professional achievement.

For the last four years the Council has annually sponsored eight or nine workshops, each running from 3:45 to 9 p.m., with time out for dinner. Staff field men act as consultants; local chapter chairmen preside.

Kickoff is a short keynote address. A significant speech is usually scheduled for the dinner hour, giving prestige to the field conference. The host school offers facilities and the sponsoring organization handles the details of publicity, reservations, registration, program, and leadership.

The field conferences, held each fall and spring throughout the county, give members a chance to see and hear local office-holders and legislative officials, as well as educational leaders. They provide well-rounded programs on legislation and current educational problems, as well as aids to professional growth. The public relations impact is invariably constructive.

Ethics Study Solves Problems

After years of mounting friction over unresolved South San Francisco school problems involving board, community, administration, and teacher relationships, CTA's South San Francisco chapter requested the Bay Section ethics commission to conduct a study.

Before and after the panel's investigations, both State and Section field service men rendered invaluable service in making preliminary arrangements for witnesses and in assisting the panel in its deliberations.

When findings and recommendations were released, staff men worked with lay and professional groups to chart a positive, ethical, and effective course of action for communication to the public.

It took a full year of campaigning, resulting in almost complete acceptance of the commission report by the community. Leon Mason, chapter president during 1957-58, has given a large measure of credit for the elimination of disruptive pressures to the men of CTA field service and to the secretary of CTA's Personnel Standards commission, Harry Fosdick, a former field service man. Hugh Page, Bay Section assistant executive secretary, provided patient and effective guidance.

Many Candidates Spark Interest Here

Interest in local organizational activity is often the key to professional success, in the opinion of Willie Zan Peugh, president of Paramount Teachers Association.



Willie Zan Peugh

A chapter election was scheduled last spring. Miss Zan Peugh called for a report from the nominating committee. The slate showed three candidates for president, three for program chairman, two for Section representative, four for public relations chairman, two for recording secretary, three for corresponding secretary, two each for treasurer, historian, and administrative representative. That made a total of 23 candidates.

Campaigning was active. Friends of candidates used phone calls, posters, and personal visits. Interest reached a peak on election day. And it didn't let down afterward. An active chapter program, excellent rapport with the school administration, and a keen interest in professional relations is the result.

600 CTA chartered chapters have been enrolled in Calif.

Legislative Interest Pays Off in San Diego

Legislation is no longer a "spot" committee, working only when law-making bodies are in Sacramento session. Margaret L. "Peg" Lemmer, president of the San Diego County Teachers Association, has made educational legislation a year-round interest.



Margaret Lemmer

Representatives at state and national capitals meet with Peg's committees, hear about the specific needs of pupils and teachers, ex-

plain their positions on past and future actions affecting schools.

When teacher opinion is needed fast on pending legislation, a phone call from a CTA staff man to Peg will be relayed at once to key people in the county. Within a matter of hours direct communication to all 34 chapters and all district superintendents will result in a pile of telegrams on the desks of influential legislators.

Teacher groups in San Diego county work closely with the association of administrators. Pooling funds last year, they sent Mrs. Lemmer to Sacramento several times to work in the interests of the apportionment bill.

To be effective, Mrs. Lemmer believes that legislative committee members should be properly oriented. She arranges a county-wide field conference each year with the assistance of CTA field representatives. Local assemblymen are often invited to speak. Chapter chairmen, during the two-day meetings, learn about the policies of the State Council and the practices which bring desired results.

A standing county legislative committee is made up of chapter chairmen, chapter presidents, Southern Council representatives, and State Council members. It not only informs itself of issues currently under consideration, but initiates possible legislation. Such proposals run the gamut of county, Section, and State

(Continued to page 57)

Are You Getting Your Share?

Through CTA's five insurance plans you can save more than enough to pay your professional dues.

Teachers join CTA for many reasons. The majority do so because they *know* that CTA is largely responsible for having made teaching an attractive profession in California. Others must be "sold" before they are willing to invest their \$22 for CTA dues. The latter group may find ample evidence of financial savings in joining CTA.

Are you getting your share of CTA special services? If not, you are missing a good opportunity, especially in the insurance program, to take full advantage of your membership in CTA. Because CTA is a large organization, it can contract for insurance programs for which few other groups could qualify. This fact has been overlooked by some of the CTA chapters. It is obvious that an insurance company is able to offer a more attractive program to a statewide organization the size of CTA than to one of its local chapters.

Although special services include placement, purchasing service, and travel, as well as insurance, this article will deal primarily with insurance.

In developing the insurance program, CTA has striven to provide a well-rounded program to meet the major needs of California teachers. Starting in 1949, shortly after Arthur Corey became state executive secretary, an insurance committee was appointed and asked to study the insurance problems of teachers. Through a survey in which thousands of California teachers participated, it was found that relatively few persons had insurance protection. A few clubs had a group health plan or an accident and sickness plan in operation, but rarely were they adequate. Up to that time teachers were paying standard rates for their car insurance.

Another study conducted by CTA revealed that teachers had fewer accidents and automobile claims, but had never been considered a preferred-risk group. All of these findings added up to the conclusion that CTA could serve an important role in developing an insurance program based on the economic and social status of teachers.

Most of the credit for the development of the insurance program belongs to the CTA advisory panel on insurance. Those serving on the panel are Oscar Anderson of San Francisco, Phil Ashworth of San Diego, and Howard Nordstrom of Fresno, with Frank Parr of CTA serving as CTA staff consultant. The panel is assisted

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Blue Cross Health Plan	<input checked="" type="checkbox"/>
Income Protection Plan	<input checked="" type="checkbox"/>
Group Life Insurance Plan	<input checked="" type="checkbox"/>
Automobile Insurance Plan	<input checked="" type="checkbox"/>
Fire Insurance	<input checked="" type="checkbox"/>
Package Policy	<input checked="" type="checkbox"/>

by Thomas E. Stanton, Jr., CTA legal counsel, who has served as attorney-consultant to the panel, and to Frank Waites of Coates, Herfurth & England, who has served as actuarial consultant.

The CTA insurance program, which is now complete, includes five separate plans and represents a total annual gross premium of more than seven million dollars. Enrollments in the five plans exceed one hundred thousand subscribers.

CTA BLUE CROSS HEALTH PLAN

The CTA Blue Cross health plan now enrolls more than 58,000 certificated and non-certificated school employees and has been adopted during the past seven years by 445 local and county CTA chapters. The plan provides liberal hospital coverages, a \$300 surgical schedule, and an allowance to cover doctors' home and office calls for the subscriber. A new benefit which has been in effect this past year is full drug coverage while in the hospital. Also added recently is x-ray therapy which had formerly been provided only in lieu of surgery. X-ray may now be used in pre-or-post operative care.

It recently came to the attention of the Special Services department that a CTA member who had undergone a major operation last year at a medical expense of \$967, recently brought his wife home from the hospital after she suffered a heart attack. The total disbursement by Blue Cross for this member's protection in a 16 month period amounted to \$1735, an amount equal to premium costs for 10½ years. In time of need, the member testified, health insurance protects against major financial burdens.

The insurance panel realized that health plans, to be most effective, must change with the times. The CTA

Blue Cross health plan is still believed to be the best one available to teachers. But to make the plan even more effective and to meet the health needs of all teachers and their families, the panel asked Blue Cross to prepare some supplementary coverages. As a result, it is now possible for any group currently enrolled in the Blue Cross plan (the "basic" plan) to add one or both of the following options:

1. supplements to the basic plan:
 - a) a \$350 surgical schedule
 - b) allowance for office and home visits of \$4 and \$6 respectively
 - c) \$300 accident coverage for dependents
2. a new major medical plan to take care of catastrophic disabilities:
 - a) is coordinated with the basic health plan and would require that benefits from the basic plan first be applied; then
 - b) the next \$100 of expense must be paid by the subscriber; after which
 - c) Blue Cross will pay 80% of remaining costs up to \$5,000 for any one illness or accident

Any group interested in these supplementary health coverages may obtain rates for these additional benefits by writing to Blue Cross, 1919 Webster St., Oakland 12, or 4747 Sunset Blvd., Los Angeles 27.

CTA INCOME PROTECTION PLAN

The CTA health plan protects one against heavy expenses when one has an accident or becomes ill. The Income Protection plan, as the name implies, safeguards the teacher against loss of pay when an illness or accident becomes prolonged. Benefits vary from \$10 to \$15 per day after one has used up all of his accumulated sick leave.

Washington National Insurance Company, which underwrites the plan, reports that a number of teachers have received reimbursement for two years, the maximum period under the plan. More than 230 chapters have enrolled in the plan with more than 18,000 CTA members participating. The plan is available to any CTA chapter and requires only a 50% enrollment. The cost is \$18 per year through payroll deductions.

CTA GROUP LIFE INSURANCE PLAN

The Life Insurance plan, the newest of the group plans, was designed to supplement survivor benefits to which all teachers are entitled under the state teachers' retirement plan. Underwritten by Occidental Life Insurance Company, the plan offers substantial amounts of term life insurance at minimum costs. The plan is available to CTA chapters and requires a 75% enrollment of eligible members.

Three schedules of benefits are offered, with monthly premium costs of \$1.50, \$3.00, and \$4.50. Amount of coverage depends on the age of the teacher and the schedule selected. The coverage declines as the teacher grows older, but the premium remains constant. In Schedule I, for example, a premium of \$1.50 buys \$5344 coverage at ages under 25, \$4800 at ages 25 to 29, \$4275 at ages 30 to 34, etc. In Schedule III, with a monthly premium of \$4.50, comparable coverages would be \$16,032, \$14,400, and \$12,825. Despite the fact that the Group Life plan has been operating for less than two

years, it has enrolled more than 2000 CTA members. It should be pointed out that it is legally permissible for school districts to pay any part of the cost of the Group Life plan and a number of school districts are already doing so.

CTA AUTOMOBILE INSURANCE PLAN

Automobile insurance, the first CTA-sponsored plan, was officially approved by the State Council of Education at its meeting in December 1950. Prior to the development of this plan, teachers were required to pay the same rates as any other group of drivers despite the fact that statistics showed that members of the profession are definitely a preferred-risk group. At the outset, special rates were established for the plan based on a 15% initial discount and a substantial dividend at the end of the policy year. As the group grew larger, California Casualty Indemnity Exchange found that it could reduce its management charge, and the initial discount was raised to 20 per cent.

On April 1, 1958, the initial discount was again raised, this time to 30 per cent. It should be pointed out that the year end dividend, which has averaged almost 25% over the past eight years, is also paid or applied to the next year's premium. Experience shows that those enrolled in the State CTA automobile insurance plan are currently saving as much as 40% over what they would have to pay for such insurance with most companies. It is estimated that approximately 35,000 cars are now insured in the auto plan, and new policies are being written at the rate of 400 per month during the current year. Rate comparisons prepared by California Casualty, at the request of the Advisory Panel on Insurance, show that the net cost of CTA auto insurance is lower than for any of the competing companies. It should also be noted that claim service in the plan compares favorably with that of any existing company.

CTA FIRE INSURANCE PACKAGE POLICY

This policy is underwritten by California Casualty Indemnity Exchange and offers five insurance coverages combined into a single package. They include loss from fire on dwelling and its contents, theft at home or away from home, personal liability and medical expenses, and glass breakage from any cause. Cost of the policy depends on the place of residence and the limits of coverage desired. The policy is written for a three year period, at the end of which a dividend similar to the auto plan is declared. It is believed that the packaging principle should result in a saving of about 40% as compared to the cost of five individual policies. To date, about 4000 have enrolled in the Fire Insurance plan.

HSB BUYING SERVICE

A special CTA service established for members living in Northern California, and especially the Bay Area, is the Hotel Service Bureau buying service. Merchandise may be purchased through wholesale outlets, most of which are in San Francisco. The teacher sends his current CTA membership card with his application card to HSB, 741 Mission Street, San Francisco. The receipt is returned with a buying service card which entitles the member to use the services of HSB. One may come to San Francisco to use the service, or he may write or

Placement Service Is Professional

CTA has 38 years of experience in finding jobs for teachers

IN 1920 CTA established teacher placement service, the first state association to provide such service to its members. In the intervening 38 years at least 12 other states have added this service. In 1922 a second placement office was opened at CTA Southern Section in Los Angeles. Originally known as the Teachers' Registration Bureau, offices operated by C. M. Rogers were set up in Berkeley as a result of recommendations in 1914 by a committee of the State Council of Education but deferred several years because of World War I.

In almost four decades thousands of teachers and administrators have found professional positions through the help of these two placement offices.

One might logically ask the question, "Why should CTA concern itself with the placement of teachers when all California colleges offer this service?"

The obvious answer is that a substantial number of California teachers have no such institutional contact, having completed their academic preparation in other states. For such persons, the only alternative to

making direct application to school districts would be to patronize commercial teachers' agencies.

California Teachers Association has long believed that it had an obligation to protect teachers against exploitation by irresponsible agencies. A professional service at moderate cost is a desirable end in teacher welfare.

CTA placement offices serve two purposes. They try to assist CTA members in finding new positions offering professional advancement or more desirable locations. And they assist school districts in finding needed qualified personnel. The principal task of placement counselors is to match candidates and jobs.

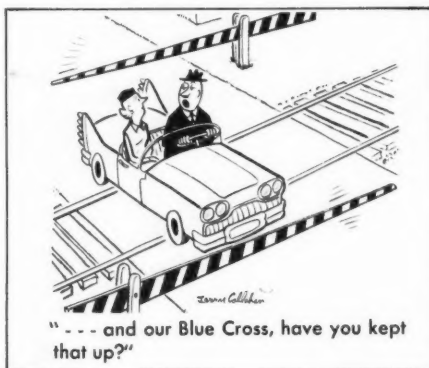
Each year hundreds of California school districts, county offices, and colleges list their teacher and administrator vacancies with CTA placement offices. Candidates seeking positions, including many from out of state, establish files in one or both of the CTA offices. In recent years the number of vacancies listed outnumber candidates. Because of the state's rapid growth, it is virtually impossible to prepare enough new teachers to fill positions and this condition is likely to continue many years.

Official estimates indicate that 17,500 teachers are needed annually to fill positions created in California school districts, required by replacement and growth. The colleges are

preparing less than half the needed supply. It therefore becomes necessary to bring teachers from other states to fill the void. Fortunately, California is attracting many teachers from other states, many of whom seek and obtain service from CTA placement offices.

Although the San Francisco and Los Angeles CTA placement offices work in close cooperation, they operate independently of one another. The following outline describes practices used in the state CTA placement office in San Francisco:

1. Any CTA member may enroll for placement service by filling out the necessary registration forms and by paying his \$5 placement registration fee. After the candidate's file is completed, he is asked to come to the placement office for a personal interview with one of the placement counselors.
2. School districts, county school offices, and colleges inform the placement office of their staff needs. Counselors then screen their candidates to determine which ones qualify for the various vacancies. Job notifications are sent to these candidates, giving information regarding the vacancies. On receipt of the candidate's reply (if favorable), a set of his confidential papers is sent to the employing official. It is the practice of many school districts to ask the placement office to arrange to have eligible candidates come to San Francisco for interviews with employing officials.
3. Some candidates, because of mediocre records or personal shortcomings, cannot be recommended by the placement office. Often such candidates apply directly to school districts, informing them that their papers are on file at the CTA placement office. On request of employing officials, candidates' papers will be sent to the school districts. When this is done, the placement office notes on the papers that they are being sent at the request of the district.
4. A placement fee of one and one-half per cent (1½%) of the first year's salary is charged when the candidate accepts a position to which he was directed by the placement office. When papers are sent at the request of a school official and results in the candidate's acceptance of a position, a fee of a half per cent (½%) of the first year's salary is charged.



phone to HSB requesting quotations on a variety of specific items of merchandise. HSB patronizes only those firms that handle standard merchandise on which warranty of service and parts is assured.

COOPERATIVE TRAVEL PLANS

During the past summer CTA cooperated with the National Education Association, as it has done in other years, in co-sponsoring tours to other lands. Most of the other state education associations also cooperate in this project. Each state is given the privilege of selecting

the tours it wants. This past summer CTA co-sponsored tours to Europe and Hawaii. Those interested in such summer tours should contact the Special Services Department during the spring months. Brochures describing the tours are prepared by NEA and are available at CTA offices.

The special services described above are available to all CTA members. Are you getting your share?

—FRANK W. PARR

CTA Special Services Executive

More Taxes Will Be Needed for Schools

LEGISLATIVE leaders and other state officials, especially those up for election in November, aren't eager to talk about it just now, but they've reached a sobering conclusion. New state taxes are inevitable and will have to be raised at the 1959 session of the State Legislature if cutbacks in school and other state-financed functions are to be averted.

Privately they're shocked at the decline in state revenue and the prospect of a \$250 million deficit by the end of this fiscal year. They had hoped that the \$75 million "rainy day" fund might be enough to put off the evil day still another year, but that fund has now been wiped out and the state is heading deeply into the red. Revenue from sales, income and other sources has dropped far below the estimates on which the 1958-59 budget was based and all available reserves aside from the tidelands oil money have been used.

The certainty of such a situation was documented to the Legislature by the California Teachers Association at the 1957 session when it proposed beer and cigarette taxes as a means of meeting school and other needs. More recently, at a hearing of the Joint Interim Tax Committee, the CTA submitted a statement declaring that about \$104 million in new state revenue will be needed next year to meet current and projected school requirements. The committee, headed by Senator James J. McBride of Ventura, is studying the state's revenue system with a view to making recommendations for action at the forthcoming legislative session.

At the 1957 session the Legislature authorized only \$37½ million of the needed \$65 million in additional school support, financing it largely from reserve funds and putting a two-year termination clause in the bill. That means that unless action is taken to provide additional money, state aid will revert to the pre-1957 levels. That, of course, would be disastrous to school districts throughout the state.

The CTA, in analyzing the situation for Senator McBride's committee, said:

"Our studies have led us to the conclusion that California's revenue system as now constituted is inadequate. It will not produce enough revenue to finance already established levels of governmental services let alone to meet the inevitably expanded requirements of the future.

"It is our belief that substantial increases must be made in state taxes when the Legislature reconvenes in 1959."

The CTA statement, after noting the Legislature's failure to recognize the need for new taxes in 1957, concluded that "new taxes will be needed simply to maintain beyond July 1, 1959, the present level of school aid."

The annual enrollment growth of about 190,000 children alone will call for an additional \$36,740,000 in state aid for 1959-60 on the basis of present support. "This means," the CTA statement said, "that just to maintain the status quo in school finance an additional \$63,740,000 per year will have to be found.

"If the Legislature were simply to complete the financing of the 1957 program another \$40 million or so would be called for, making a grand total of about \$104 million per year in additional state revenue needed to meet current and projected school requirements."

In view of the Joint Tax Committee's studies into possible sources of new revenue the CTA did not recommend any specific tax to meet the need.

The state's increasingly tight financial situation was reflected in legislative action on several educational issues at the hectic 60-day combined special and budget session last spring.

Despite a vigorous campaign in which CTA took the lead, the Legislature finally turned down proposals to give five per cent salary raises to academic employees of the state col-

CTA leads fight at legislature for improved school financing

leges and the University of California. The Assembly, by a substantial vote, had included the \$3,281,000 item in its version of the budget, and a special appropriation bill in the Senate to accomplish the same result was co-authored by 25 of the upper house's 40 members. Despite this the item was stricken from the budget in free conference and the Senate bill was held in committee by the chairman of the Finance Committee.

The shortage of money also played a part in the defeat of a CTA move to get \$1,228,000 restored to the budget for the printing of new science, handwriting, spelling and other textbooks.

Major successes were scored by the CTA on other fronts. The Association's insistence that \$150 million was not enough to meet the school building needs resulted in having the bond issue, which will appear as Proposition 2 on the November ballot, increased to \$220 million. In addition, the monthly allocation of building funds was increased from \$5 million to \$8 million. The Legislature also passed a bill advancing \$30 million from the Investment Fund, to be repaid after passage of the bonds, to finance a backlog of construction projects already approved but for which no funds were available from previous bond issues.

Enacted into law also was the CTA bill reducing from ten to five years the period required for a member to earn a vested interest in the Teachers Retirement System. It means that anyone with five years or more of service may, upon reaching retirement age, receive a proportionate benefit. Previously only persons who had been members 10 years could do so.

Another victory was scored in pas-

sage of the CTA-supported constitutional amendment providing for the appointment rather than the election of the state superintendent of public instruction. The measure, authored by Senator George Miller of Contra Costa county, will be on the November ballot as Proposition 13. It calls for the superintendent to be named by the state board of education, subject to a two-thirds confirmation by the Senate. The State Council of Education has formally endorsed the proposal and CTA is advocating its passage.

The CTA again succeeded in killing a bill which would have increased teachers' credential fees. In addition it helped defeat proposals to limit to five per cent per year increases in assessed valuation and in taxes of local governmental units.

The Legislature turned down a proposal recommended by Governor Knight to mandate additional courses at the elementary and high school levels. It approved bills to control so-called diploma mills and to permit California to participate in whatever scholarship program Congress later may enact.

—ROBERT E. MCKAY
CTA Governmental
Relations Executive

VOTE YES ON 2

As indicated above, CTA sponsored the referendum which will appear on the ballot in November as Proposition 2. Every California teacher should work for a Yes vote on 2. In addition to state responsibility in financing school construction, local districts have assumed heavy burdens. For an indication of the growth problem, read the next article.



"County counsel? I've a touchy little problem here in calculating my A.D.A."

Stork vs. Schools In Race for Space

By JOHNS H. HARRINGTON

ALTHOUGH the U.S. and U.S.S.R. may still be battling with satellites and sputniks, the Los Angeles city schools have won their own race for space—for the present, at least—with the passage of school bond measures on June 3 which totaled \$158,500,000, largest sum to be authorized for this purpose in the history of the school system.

In the face of pressure from higher taxes and shrinking pocketbooks, this victory represented a tremendous endorsement of the educational program. The bonds will make possible construction of 2,534 classrooms and other essential educational units plus purchase of land and equipment.

In addition to facilities at many overcrowded schools, the bond issues include plans for 40 new elementary schools, eight new junior high schools, and six new senior high schools. Although there were no new junior colleges in the bond blueprint, there were science laboratories and classrooms at existing colleges plus funds for a new site and for development of a master plan on another site.

Like some of the projectiles from Cape Canaveral, old Mr. Stork has been moving at breakneck speed in the Los Angeles area. For example, another child—and prospective pupil—is born every nine minutes in the city school districts. Births in this area exceeded 62,000 last year, the highest total on record. The number doubled between 1940 and 1951; and, each year since, births have set a new all-time record.

Complicating growth problems for the 538 schools in L.A. is the size of the school districts, which is greater than the combined areas of New York, Chicago, Philadelphia, and

Mr. Harrington is editor of school publications, Division of Instructional Services, Los Angeles City Schools.

New Orleans. Travel distance between the two most widely-separated schools in the city system is about 53½ miles, which is from Point Fermin elementary school in San Pedro to Chatsworth Park elementary school in the northwest section of San Fernando Valley.

The fact that L.A. has been doing a banner baby buggy business is illustrated by a study of age groups within the districts. For example, there are now 278,000 youngsters under five years of age, as compared with 174,120 in 1950; and there are 251,000 between five and nine years old, contrasted with 132,323 in this age group eight years ago. In some newly-developed areas as many as one-third of the population are under nine years of age.

Growth of this kind, of course, long ago hit Los Angeles city classrooms, first swamping the elementary schools. In 1952, when the current classroom building program in Los Angeles really got under way, there were 35,000 young people on half-day or shortened sessions. During the last six years, space in classrooms and other educational essentials have been furnished for an additional 160,000 pupils. Yet in spring, 1958, there were still 34,000 on curtailed schedules despite a school construction program in which \$1,000,000 is spent each week. Los Angeles' enrollment growth in the six years since 1952 was equal to the entire school population of San Francisco.

Another indication of enrollment pressure is disclosed by year-by-year enrollment gains in L.A. Between 1948 and 1954, enrollment went up 19,000 pupils per year. Since that time, growth has been 33,000 annually. It took the city system 51 years to gain its first 100,000 pupils and four and a half years to enroll the fifth

(Continued to page 56)

We speak loudly.....

for the teaching profession

WHO SPEAKS for the teaching profession in California?

Obviously, if teachers are to have an effective voice in the development of educational practices and standards, it must be expressed through the organization maintained by nearly 100,000 instructors in the state's elementary and secondary schools plus an increasing proportion of those in higher education.

To amplify this voice so that it will be heard and understood by governmental agencies, other organizations, other professions and the general public is the function of the CTA public relations department.

What the public has been hearing primarily has been the Association's drive for increased financial support of public schools, and no relaxation can occur on this vital front. Yet the broad picture of the CTA as the voice of a responsible profession—concerned about standards of teacher preparation, professional conduct, quality instructional services, and the general welfare of children—has never reached most of the people who are hearing frequent attacks on "educationists."

PR Hazards

What are the questions being asked and the public impressions widely held which are injuring the status of teaching? Here are a few:

Teaching is a part-time profession and reasonable salaries should take this into consideration.

Anyone can teach if he knows his subject matter.

Those who can, do; those who can't, teach.

Teachers and their organizations are interested only in more salary and welfare benefits, not in improving the quality of education.

Teaching effectiveness can be measured fairly accurately.

Tenure and salary scheduling practices destroy incentive and injure the quality of education.

These are only a few of the negative public attitudes which must be reversed before teaching can achieve the preeminent status we know it deserves.

Throughout the CTA structure and program are committees, commissions and administrative departments devoted to goals which, if widely understood, would erase most of the misconceptions which now constitute professional public relations hurdles. These committees, commissions, departments, and the activities of thousands of members throughout the state provide the ammunition for the CTA public relations program. The weapons and firing power are added.

Mass Media

Teachers understand the value of audio and visual aids in education. It's not surprising that they invest a major part of the public relations effort in the mass media of radio and television.

Radio-TV Director Mabel Perryman works with 155 radio and 31 TV stations in California, supplying them with spot announcements, interviews, documentary program materials, panels, news and films. These reach millions of listeners and viewers each month.

Mrs. Perryman and the state CTA office have operated on the principle that maximum coverage and cooperation is achieved at minimum cost by working with both independent and network stations to supply personnel, ideas and material for their own programming, rather than by attempting

to develop a weekly CTA-produced show.

Most metropolitan stations have learned to look to CTA for aid whenever school or education topics are being developed. Often the CTA staff merely serves as liaison with school districts, colleges, or other organizations who can furnish the desired talent or materials. On other occasions, a single program or series requires numerous conferences between station personnel and CTA staff members or officers, and follow-through on thousands of details required to combine people, ideas, and listener interest in the appropriate studio at the appointed hour.

In 1958-59, major CTA efforts will be directed toward the basic public relations goals of the profession, though the department will continue to aid TV and radio stations in their efforts to interpret the school program, achievements and needs. Projecting the CTA as the voice of a responsible, competent, self-determining profession in California will get highest priority.

The Printed Word

Besides intensifying press coverage of professional activities and of members working toward professional goals, the public relations office will aid CTA committees, commissions and departments in preparing their publications and in publicizing their activities. Miss Jean von Christerson, who heads the editorial services division, also will edit a weekly staff house organ for State and Section office staff members to improve internal communications within the CTA.

Coordination of staff activities designed to stimulate cooperative re-

relationships with other statewide organizations and other professions is another function of the public relations department. Temporary or part-time employees are added occasionally to develop special cooperative projects, each designed to increase the prestige of the organized profession in the esteem of an important segment of the public.

In the planning stage now are new award programs to recognize outstanding contributions by individual school board members and to reward newspapers and radio or TV stations for excellence in interpreting the schools and their teachers to the community.

Advice Unlimited

Consultation is becoming an increasingly important function of public relations staff members. Committees and commissions are assisted in recognizing important public relations factors which might affect their deliberations or decisions and in obtaining maximum p.r. values from their activities.

Public relations personnel join with field representatives in counseling



CTA chapters on their local p.r. programs. School districts facing tax or bond elections or being subjected to unwarranted attack frequently utilize CTA's p.r. consultant service.

In all phases of the Association's p.r. activities, Southern Section Public Relations Director Frank McIntyre and his staff are working in close coordination with the state CTA office to insure an effective united program.

As the organized teaching profession in California formulates policies and opinions on all phases of educational standards, the CTA public relations department will carry the message through modern media and technics, working constantly to increase public appreciation of the contributions and importance of teachers in today's world.

HARRY A. FOSDICK
CTA Public Relations Executive

for every teacher . . .

- a broad and thorough liberal education
- effective professional preparation, including extensive laboratory experience in the community and public school setting
- opportunity for significant advanced study related to professional and community needs
- strong, professionally oriented state and national accreditation in every teacher education institution
- continuous and discriminating selection and advisement to each credential candidate
- an efficient system of licensure that reflects high standards
- and for the state . . . a balanced supply of qualified teachers and supplementary educational personnel

TEPS

We Reach for Higher Goals

More teachers are concerned with improving their profession

Never before have so many CTA members involved themselves in the fundamental problems of the teaching profession.

They have always believed that all teachers should have adequate professional preparation in institutions having accredited standards.

They believe that a "license to teach" should have genuine significance.

They believe that it is a responsibility of the teaching profession to encourage able young people to enter teaching.

Thinking and acting together through the professional standards movement in California, these thousands of CTA members are securing their public station by setting for themselves ever higher goals.

Since 1947 CTA's State Council has maintained a standing Committee on Teacher Education, charged with responsibilities in teacher preparation, credentialing, inservice education,

accreditation and personnel supply. Russell Hadwiger, secondary teacher in Riverside, currently is chairman of the committee.

During the past year the heavy work load undertaken by this state committee has necessitated formation of three permanent subcommittees. A subcommittee on credentialing and accreditation is chaired by Paul Hughes of Long Beach. Arthur Petsch of El Segundo heads a subcommittee on personnel supply and Don Ericksen of Reedley is chairman of a subcommittee on teacher education.

Each subcommittee is preparing a basic policy statement. The statements, when modified and adopted by the State Council, will represent areas of agreement upon which future action in professional standards can be taken by the Association.

Policy development representing the decision of organized teachers is in itself a heavy role for CTA's Committee on Teacher Education. In 1953, upon recommendation of this committee, the CTA board of directors established a commission on teacher education to assist in developing policy and putting it into operation.

The Commission now includes nine members appointed for three-year terms: Mrs. Fern DeSoto, Chico primary teacher; Mrs. Carol Grimm, Long Beach primary teacher; Wilbert Bolliger, Pomona secondary teacher; Dr. Arnold Joyal, president Fresno State College; John Mocine, Los Angeles junior college teacher; Mrs. Lois Williams, Montebello inservice education consultant; Carl

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We must have factual answers to our questions if we are to reach our objectives in education.

All We Want Are the Facts, Ma'am!



HOW do our salaries compare with those of other districts? They're higher? Good! But wait a minute! Are they as high as they ought to be? Isn't our district a lot better off financially than other districts? Maybe, with a reasonable local tax effort we would be able to lead the State in teacher salaries. Or, maybe we're getting our high salaries because we have too many students in our classes. Is our district above others in the amount it pays per child in salaries?

These and many other questions must be asked—and answered—before a local association salary committee can conclude just what its stand should be on proposed salary schedules. They must be asked and answered before local associations can intelligently propose, or react to the proposals of others, for tax increases, bond issues, or budget readjustments. They should be asked—and answered—by individual teachers before they choose a new district to work in or decide on a course of action to support as a member of a local association.

Questions like these need to be asked—and answered—on a larger scale, too. What is being spent per child educated in California's schools? How do salaries of teachers in California compare with the incomes of persons in other professions? How much tax effort does the typical district make? Are classes too big?

These questions must be asked, and alert professional leaders are seeing that they are asked. These questions must also be answered. To answer a question, you need two things—information and criteria. (Some intelligence also helps; but teachers have that in considerable measure.) The job of the Research department of the California Teachers Association is primarily to furnish the information; though it is also responsible for helping to obtain the criteria by which to judge the significance of the information it gets.

In many of the problem areas of education, the criteria are well-developed and widely accepted. Here, the Research department has an immediate task of collecting information and putting it in a form that will make

it readily available to local associations and individual CTA members. The best example of this type of research service is to be found in the salary and financial data reported in the annual series of *Research Bulletins* on salary schedules and on teacher and administrator salaries. The criteria have been clearly established through action of the State Council in adopting the Salary Policy Statement.

Teachers deserve good salaries. Children should be taught in classes of reasonable size. Adequate supplies, equipment, and auxiliary services should be supplied. No district is paying teachers as much as the salary goals adopted as CTA policy at all points on its salary schedule. The questions in this area are not questions about criteria but are purely questions of fact. It is up to the Research department to get the facts.

This it is able to do through a combination of devices. A very good working arrangement has been effected with the State Department of Education which enables the CTA Research department to make use of salary and financial information collected by the State. The cooperation of CTA affiliates, particularly the California Association of School Administrators, also helps assure that the raw data will be made available.

The State Department collects information about salaries paid for various positions, about district budgets, and about the wealth of districts. Information about salary schedules, average salaries, and local tax rates are secured by the CTA Research department directly from local district administrations and from county offices. The furnishing of such information is a professional responsibility that has been cheerfully accepted and admirably discharged by the administrators of the State.

So the Research department gets the raw data. But raw data is hard to handle. Columns of figures, stacks of completed questionnaires, reams of IBM tabular sheets are confusing even to the ivory-tower inmates of the Research department itself. All of the data obtained from the State, counties, and local districts must be processed

and put into tables, lists, charts, and other reporting devices before it is useful as a source of answers for local associations and individual members. This is the job of the experienced research technicians who work in the department. However, the development of the report forms and some of the interpretation of the significance of the data involves the executive staff of the department.

Probably the most difficult and important job of the research executives is to decide what must be left out of the *Bulletins*. If all of the data were to be included in a *Research Bulletin* it would be a foot-thick compendium of the questionnaires sent in by districts; and it would do the members and chapters of CTA relatively little good. But, in order to reduce data to useful form, it must be put through a streamlining process which inevitably lumps together some of the exact information contained in the original material. The problem of the Research department is to find the best balance between generalities and detail.

With respect to the reporting of salary and financial data, ten years of experience has enabled the department to develop definite forms which have proven reasonably successful in the field. However, not all problems have been licked and some local associations or district administrations find that their particular needs have not been met. Perhaps it is impossible to design the perfect *Research Bulletin*; but the department is still trying.

The job is plenty big even where questions are definite and are primarily questions of fact. However, some of the most important problems in education concern matters about which there must be value judgments. And the criteria by which these judgments must be made have not, in many cases, been generally accepted. In some cases they have not even been formulated. The task of the Research department in such cases would be impossible if it were not for the help of CTA committees and commissions and of some of the affiliated organizations.

What should teachers' salaries be? No amount of data gathering will answer this question. Nor will it help to gather information about what people think salaries ought to be. The

answers to this question embodied in the *CTA Salary Policy Statement* did depend in part on information gathered by the Research department. But this information was sifted, interpreted, and evaluated by Salary Schedule and Trends committee of the State Council. New questions were raised which enabled the Research department to obtain further data. This new information was considered by the committee. The process continued for a long time and involved the salary committees of such affiliates as the California Elementary School Administrators Association and the Organization of School Nurses, as well as the State Council committee. The final result was a *Salary Policy Statement* which was adopted by the State Council.

What should be done for gifted children? What is the program of the public schools? These and other questions have been at least partially answered by the Commission on Educational Policy; the Research department helped form the answers. What should be the staff of a secondary school of a given size? This question was originally asked by a committee of the California Association of Secondary School Administrators. It has not yet been answered. But the Research department is busy arranging for a survey in cooperation with the State Department and administrator organizations. The survey will not give the answers, but it is a necessary first step toward obtaining them.

Helping obtain answers to these and other questions of importance to teachers and the teaching profession keeps the Research department busy. But they are easy jobs in comparison to those where the questions themselves are not known. Probably the most important problem for which the right questions are not known is that concerning teacher evaluation. Certainly proper evaluative procedures and criteria are basic to any good personnel system. Only with adequate and appropriate evaluation can good decisions be made about

the hiring, retention, and promotion of teachers. But what should evaluators look for? When should they look for it? Where? Under what conditions?

The Research department does not know any more than does the Joint Committee on Personnel Procedures of the California School Boards Association and the CTA. But the department advises the Joint Committee and helps it formulate tentative questions to be studied. These will make possible the development of an attack on the problem through research projects financed by foundation grants.

Forming the right questions is important, no matter who is making a study. This is just as true of studies being made by teachers and local associations or districts as it is of those being conducted on a State-wide basis. The Research department is probably most directly helpful to individual CTA members and chapters in this area. Every year many local committees and many teachers hoping to conduct doctoral and other studies receive advice and assistance from the Research staff in the formulation of their research projects. In some cases, where the problem appears to be of general importance to the profession and the Association, the department sponsors questionnaires and other data-gathering procedures. When this is done the department also helps in the interpretation of the results and sees that the information is publicized through *Research Bulletins* and articles.

So the Research department has plenty to do. But, if things get dull for the staff, there is always the *California Journal of Educational Research* to edit, the annual State Conference on Educational Research to prepare for, and the general responsibility for the coordination of educational research in California to be discharged. This latter function is carried out through the California Advisory Council on Educational Research, which is sponsored by CTA through the Research department.

Then, of course, there are special projects to furnish data to legislative advocates of CTA and to Association departments, questionnaires from the NEA to be answered, and . . .

—GARFORD G. GORDON
CTA Research Executive

CTA Research Bulletins are available to members on request. They cover a variety of subjects, primarily on salaries and school finance.

Three Faces Of Evening

CTA Salary Consultants may instruct, mediate or defend

A RECENT book became a best seller by portraying a young woman with a three dimensional personality. Because the lady was entirely different under varying conditions, she was said to have three faces. To many people a three-faced individual would be an enigma, but such is not true of salary consultants.

The highly skilled men with a knowledge of salary matters recognize immediately that they actually must at one time or another portray three different kinds of people. For example, at one time a salary consultant must be an instructor, displaying the characteristics of a competent classroom teacher. Under other conditions this same individual must assume the role of a mediator, trying to bring opposing factions to a point of agreement. Still in other instances, the consultant must be a defender or prosecutor, willing to condemn unfair salary policies and practices.

The salary consultant often is requested to conduct workshops on salary schedules. He now becomes a teacher of administrators, school board members, and the salary committee members of the teacher association on the fundamentals of school finance. This idea of workshops for salary purposes is not a new one, for about ten years ago CTA Southern Section initiated the procedure, and it has proved so beneficial that all Sections use it, with, of course, some variations which apply to the unique needs of the Section. In the first five months of this year, Southern Section workshops drew representatives from 125 school districts.

In counties having active teacher association county councils, Selmer Ostlie, Lloyd Nelson, and Robert Adlington notified the councils that they would be at a designated location on a definite date. In other counties the same arrangements were made through county superintendent of schools. Either the association

councils or the county office notified all local associations that consultants were available.

The usual district delegation from a district consisted of the salary committee chairman, the superintendent or business manager, and a school board member. Through an exchange of ideas and a presentation of materials, the salary consultants tried to provide a better understanding of the school financial situation. Current budgets, proposed budgets, latest monthly financial reports, anticipated growth figures, anticipated revenues and salary schedule developments were discussed and analyzed. The participants then prepared to attack the local district's salary problems with a better understanding.

In workshops, the salary consultant is a teacher. But many times his job is one of mediating a difficult situation. Oscar Anderson, who has been a salary consultant for Bay Section for many years, relates interesting stories where the teacher association and the school board had reached the point of not speaking to each other. In such instances, he meets with the board to plead the teacher's cause. Later, he meets members of the salary committee and attempts to give them the board's views. By this give-and-take method he usually reaches a compromise and some commonly accepted proposal is reached.

Then, in another case, the salary consultant may put on his third face. The consultant sometimes assumes the role of a public defender. Melvin Farley, executive secretary of Central Section, says that at times he has analyzed a proposed heavily padded budget, and has been forced to expound the teacher's position in an open board meeting. Not always is the salary consultant on the side of the teachers. He may find after a budget analysis that there is no additional money available for increased salaries. He must then defend the administrator's or board's budget.

To schedule the appearance of a salary consultant, consult your Section executive secretary.

The life of a salary consultant is a varied one, and that may be why he has many personalities. He may be called upon to work with a county organization to develop an adequate financial tax structure for the county. He helps administrators construct an administrative salary schedule. He aids an association to prepare a salary presentation to the board, or he may console a local association in its failure to obtain a raise.

The salary consultant works late and travels extensively, but his reward is that he is improving the teachers' economic welfare. There is every indication that the salary consultant service is widely accepted throughout the state. At least 400 districts used this service last year, approximately one-fourth of all the school districts in California. Next year, more districts will seek help. For example, Stewart Herriott, executive secretary of North Coast Section, feels that there is no doubt that he will use consultant services to a greater extent in 1958-59. McElwain Howard, executive secretary of Northern Section, indicates that his Section now has established the ground rules and is anticipating an expanded service. Dean Ross, executive secretary of Central Coast, believes that success this year indicates local associations will call for consultant service.

The "three faced" salary consultant could be the answer to the chronic problem of underpaid teachers. Section offices' reports indicate that where the experts are employed, better salaries result. Central Section had salary schedules adopted where none existed before. In Southern Section nearly two-thirds of the districts adopted higher schedules—in spite of threatened adverse economic conditions.

When a teacher association has a salary problem, the president may contact the executive secretary of his Section. At no expense to the Chapter, the executive secretary can furnish a salary consultant with a tridimensional personality. He will put on the "face" the association needs. He might instruct, mediate, or defend. In any case, he will be giving his best for the betterment of the teaching profession.

—JOHN BRIGHT
CTA Asst. Research Executive

Californians Active at National Assembly

PLEDGING all-out action back home to aid final passage of two federal support bills on education, the 4,684 delegates to the National Education Association's 96th convention in Cleveland fanned hope that the Congress might yet place part of the burden for financing the schools on the nation's broad tax base.

The measures supported, then pending in Congress, were the Murray-Metcalf bill, providing direct federal grants to school districts beginning at \$25 and increasing to \$100 per pupil in the fourth year, and the Elliott bill, which provides college scholarships and aid in science, mathematics, and foreign language instruction. The former would ultimately provide 4½ billions a year of federal assistance and the latter would allocate 250 million dollars a year.

Other highlight features of the six-day meeting June 29 to July 4 included a celebration of Alaska's new status as the 49th state, a parliamentary hassle over an integration resolution, speakers who clearly defined the future responsibilities of education, discussion of a wide range of specific subjects, and enactment of amendments to the NEA by-laws.

Ben W. Kellner of Bakersfield, member of the CTA board of directors and acting chairman of the NEA resolutions committee, presented a

streamlined version of the NEA platform containing 69 specific goals.

Among the goals to be sought by the profession were: educational opportunity for every child in terms of his individual needs, class size of not more than 25 in elementary schools, a minimum of four years of college preparation for teachers, and a local-state-federal partnership in the financial support of public education.

The 19 resolutions adopted by the convention included a detailed six-part statement on federal support of



DR. RUTH STOUT of Topeka, Kansas, is the new president of National Education Association. Director of field programs for Kansas State Teachers Association and former first vice president of NEA, Dr. Stout has had extensive experience in professional organizations.

education. Others urged professional salary schedules, condemned subjective merit rating, recommended increased effort to prevent juvenile delinquency, and supported voting for 18-year-olds. But the real fireworks came after a resolution was quickly approved urging "all citizens (to) approach this matter of integration in the public schools with (a) spirit of fair play, good will and respect for law."

A New York delegate introduced a third paragraph asking that a research committee be appointed to study the problems of integration in schools and submit a report at the 1959 convention in St. Louis. In fast parliamentary maneuvering, spokesmen for southern states demanded a quorum count and adjournment. Reopening the issue at the evening session, President Lyman Ginger heard the delegate from New York withdraw his motion "on condition that the board of directors consider a study of integration."

An amendment to NEA by-laws introduced by California a year ago proposed that the NEA board of directors take over the power to dispose of surpluses in the general fund. The 301 delegates in the California section (largest delegation at the con-

Executive Secretary Carr Outlines Results of Expanded NEA Service Program

IMPROVED communication with the nation's teachers and with the public comprised the major features of a 47-point outline of NEA's expanded program as presented by Executive Secretary William G. Carr. "NEA this year became a major source of national news," he said. Indeed it did:

Technical information for the NEA legislative program was increased by one-third. NEA opened a radio-TV office in New York City, resulting in tremendous increase in school news and special features.

The publications program was stepped up in *NEA Journal*, *NEA News* and *NEA Research Bulletins*. Distribution of major books and pamphlets was more than doubled.

The new five-million-dollar NEA headquarters building in Washington is nearing completion, an administrative survey has resulted in by-law changes and staff reorganization, and a new salary consultant service has been set up.

A West Coast regional office was set up (in the CTA building at San Francisco) and other regional field service offices are being established.

An estimated saving of \$20 million was made possible in the NEA's successful effort to secure tax equity for teachers on deductible expenses for extra education.

The NEA has a qualified liaison officer with the United Nations.

Effective results from cooperative work with national magazine publishers have included tripled space in constructive interpretation of public education.

Conferences and consultation services have improved work in safety education, instruction of exceptional children, rural problems, special consideration for academically talented youth, and television instruction.

Dr. Carr concluded his recital of expanded program gains by indication that future goals will include stepping up the quality of the schools by tapping the federal taxing power.

vention) pressed for a yes vote on the grounds that the board of directors (65 members) is required to draft and present to the representative assembly a budget based on anticipated membership revenue, but it has no power to accumulate and hold a surplus reserve from year to year. The present by-laws place any general fund reserve in the hands of the five-member board of trustees, a body not responsible for development of the annual operating budget. The amendment succeeded by a vote of 2,122 to 1,028, barely reaching the required two-thirds majority.

Another amendment failed, 169 to 3,055, which would have set up New York City as a separate "state" for purposes of representation on the board of directors.

An amendment was approved permitting students in a teacher educa-

tion institution to become members of a chapter of Student National Education Association or to enroll directly with SNEA if a local chapter does not exist. A fourth amendment passed, 2,789 to 421, which provides that each state shall elect its own directors to the NEA board. This procedure, long practiced in California, eliminates the requirement that the representative assembly vote on nominees for directors from all the states. A corresponding change in Rule 27a of election rules was also approved.

Elected to head the NEA in the coming year was Dr. Ruth A. Stout of Topeka, director of field programs for the Kansas State Teachers Association. Named to the vice presidency was Walter W. Eshelman, supervising principal of Upper Dublin township school district, Montgomery county, Pennsylvania. Under revised



President Lyman Ginger greets Mrs. Hazel Blanchard, California's senior NEA director, as Executive Secretary William G. Carr smiles his welcome.

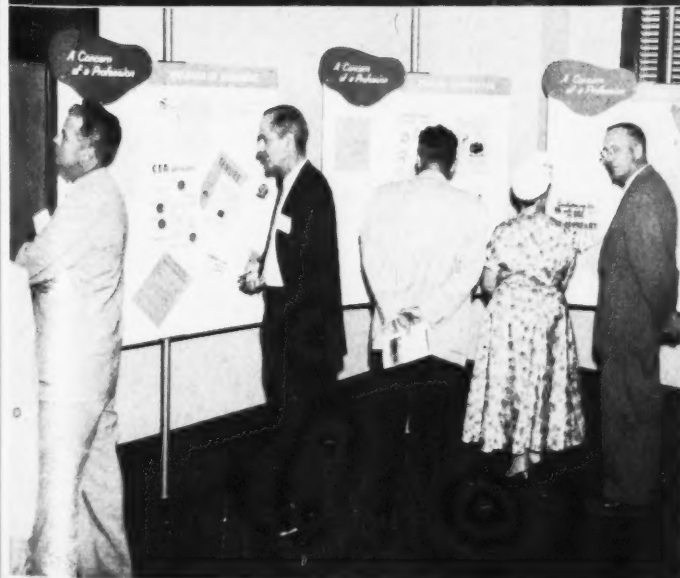
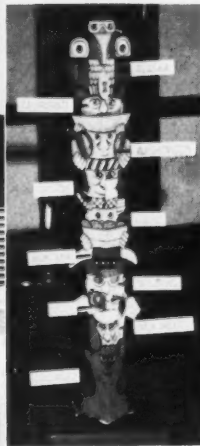
by-laws Dr. Eshelman will succeed to the presidency in 1959-60.

Elected to the 11-member executive committee of NEA were Francis W. Beeden, classroom teacher of Muskegon, Michigan; and Inez Gingerich, director of elementary education at Enid, Oklahoma, public schools. Elizabeth Yank of Marysville is the only executive committee member from the Pacific states.

Hazel Blanchard of Fresno, senior NEA director from California, was elected to the board for a second term.

One of NEA's largest groups, the Department of Classroom Teachers, elected as its president for the coming year 35-year-old Ewald Turner, junior high school teacher from Pendleton, Oregon; Buena Stolberg of Webster Groves, Mo., vice president; and Maude Marcum, Columbia, S.C., secretary.

The convention was sprinkled with several network television programs beginning with the Sunday night convention-opener featuring Chet Huntley interviewing NEA Executive Secretary William G. Carr and Robert M. Hutchins, president of the Fund for the Republic, on the NBC "Outlook" story.



For the first time, ten western states (including the baby state Alaska) joined to sponsor a suite of exhibit and hospitality rooms at the headquarters hotel in Cleveland. Above is shown a portion of the registration desk. At left, part of the exhibit is shown, which consisted in displays of publications from participating states. Among visitors is Walter Eshelman, second from left, new NEA vice president. Inset is a view of a dramatic totem pole (created by Artist Lubeck of CTA Journal) which made an excellent conversation piece in the hospitality center.



Cleveland's municipal auditorium was filled to capacity when general sessions of the NEA convention featured great speakers or dramatic entertainment. California, sending the largest delegation, occupied an area at far left on main floor.

Another program aired from the convention platform was the award winning ABC panel show, "College News Conference," featuring diplomat-educator Dr. James B. Conant, also a major convention speaker.

Two TV news commentators made special personal appearances before the delegates. CBS Newsman Douglas Edwards m'ced a specially-written film presentation featuring dramatic moments from the 1957-58 crop of television shows on education, while ABC Commentator Edward P. Morgan spoke at the Notables Dinner.

Major convention speakers included President Virgil M. Hancher of the State University of Iowa, Max Lerner, professor of American civilization at Brandeis University and daily columnist for the *New York Post*, C. C. Furnas, Chancellor, University of Buffalo, and Governor LeRoy Collins of Florida.

Another feature was the awarding of 1958 School Bell Awards on Monday night to six national magazines, three television and two radio networks, the Associated Press, the *New York Times*, *Parade Sunday Magazine* and Station KPIX in San Francisco.

Magazine winners included *The Saturday Evening Post*, *Redbook*, *Look*, *The Ladies' Home Journal*, *Business*

Week, and *Popular Science*. All three of the major networks, NBC, CBS, and ABC, also won awards.

The 11,000-plus participants spent two afternoons discussing a wide range of knotty problems from how to deal with violations of ethics to using TV in public relations to curriculum and discipline problems.



NEA enters its 102nd year with the largest operating budget in its history. John H. Palmer of Marysville, chairman of the NEA Budget committee and member of the CTA board of directors, hands the \$6,433,000 document to Executive Secretary Carr. Palmer, left, California member on the NEA board of directors, has been active in fiscal discussions of NEA.

Our Voice Must Be Heard

Commission on Educational Policy writes statements providing consensus

"HE WHOSE judgment is worth consulting, let us consult him." No, Confucius didn't say it (or maybe he did!); we all say it every day of our lives. We say it every time we seek another's opinion to guide our own course of action or to sustain our own insufficient judgment.

Now, education is an interesting public institution in that virtually every citizen feels firm enough in his own viewpoint about it to express his opinion, often pugnaciously, as to its direction, content, and process. This may be simply because almost all of us are graduates of the institution and our behavior is familiar license, or it may be a subtle compliment to the effect that this institution and process is so fundamentally important to our freedom-oriented society that we each darn well better express an opinion about it.

But if there results only a vast welter and confusion of opinion, who then is the expert? Who shall offer the best opinion about the purposes of the public school? Who shall define the most acceptable solution to the handling of the controversial? Whose advice as to the content and method of instruction is most likely to assure that the school will achieve its aims? If we are to do anything about individual variation, what prescription for the treatment of differences had we best follow? When circumstances surrounding public education are inimical to or prohibitive of its successful accomplishment, whose warning or appeal shall we heed?

The only thoughtful answer to such questioning would tend to identify persons deliberately placed closely to the schools and specifically and appropriately prepared to offer sound recommendations. Who are these? The education profession, for the most part. This is not to say that there shall be no other voices, nor that the education profession shall have the final lone voice. Instead it

means: "He whose judgment is worth consulting, let us consult him."

But is each individual teacher thus worth consulting? Ideally, yes, just as each doctor or lawyer or engineer is worth consulting in his field. For local instances and individual cases, where the peculiarities of the problem can be known only by intensive study, we must rely on the personal competence of the professional practitioner. Practically, on broad, public policy issues, we find it beneficial and reliable to seek the consensus of the total professional group.

So it is that the organized education profession, typified by the NEA and CTA, maintains organizational machinery to serve as the voice of the entire professional group on matters of educational policy. Nationally, it is the NEA Educational Policies Commission; with CTA it is the Commission on Educational Policy.

The CTA Commission consists of 14 members appointed by the CTA board of directors from nominations made by local chapters of CTA. The individuals selected are respected as outstanding professional persons, qualified by preparation and demonstrated experience to draft statements of educational policy for ratification of the CTA State Council, or sometimes to make educational declarations in their own right as Commission members.

Since 1956 the CTA Commission on Educational Policy has presented four statements:

We Hold These Truths

Controversial Issues in the Public Schools

The Gifted in the Public Schools
The School and Its Program

It is well along with a statement concerning teacher load, and is examining the need for statements about pupil behavior in school, teacher education, grouping for individual differences, guidance and counseling, reporting pupil progress, compulsory education, foreign language instruction, adult education, length of school year, homework, and the slow learner. It has a long and difficult "row to hoe." However, it may be affirmed that it has cut wisely and skillfully thus far.

—KENNETH R. BROWN

CTA Professional Services
Executive

Young People Prepare For Professional Life

CTA sponsors 50 active chapters of teacher education students

OVER four thousand students preparing to be teachers maintain 50 active chapters of the California Student Teachers Association. Most California colleges and universities accredited in teacher education maintain CSTA units as important supplements to their teacher preparation programs. CTA proudly underwrites this effective organization for California's future teachers.

CSTA statewide activity is managed by a seven-man executive board elected by the organization's legislative unit, the executive council. Newly elected president of the board is Elmer Alexander, senior student at Long Beach State College. In addition to his state post, he was also elected first vice president of the Student NEA at a recent meeting of the national student association.

Heulan Brown of San Luis Obispo's State Polytechnic College became vice president of CSTA after serving as state chairman of the organization's provisional credential committee. Secretary to the executive board is Barbara Weaver of Redlands University. Wanda Ward of San Francisco State College and Margaret Sprigg of Mount St. Mary's are members-at-large on the executive team. Dr. Lealand Stier, chairman of a faculty advisory council, and Dr. Charles Hamilton of the CTA staff also serve with the CSTA leadership group.

CSTA's executive group is accountable to an executive council which meets twice yearly. Local chapters send official delegates to council meetings where matters of association policy are determined. Between council meetings 10 standing committees are kept busy with various association projects.

Vitally important to CSTA is the activity of the local unit. In addition

to maintaining relations with the regional, state and national organization, each CSTA chapter is expected to make an effective contribution to the professional preparation program maintained by the institution. Local Association meetings and projects are geared to the professional needs of students preparing to be teachers. Urging study of professional ethics, practice placement interviewing, round table discussions with new teachers and supervising teachers, and California Education Club sponsorship are among the wide variety of local CSTA activities.

Growing in importance among CSTA'ers is the role of the NEA student organization. In 1958 nearly a thousand CSTA members also joined the Student NEA. Student leaders predict that this number will double in 1959. For the second year in succession a California student leader has been elected to a high national office.



Dr. Charles Hamilton, CTA Teacher Education Executive and advisor of the statewide CSTA, quizically examines a charter held by John McCuen of Chico, past-president of CSTA. The young people of the executive council created a fictitious Charles E. Hamilton Chapter so that, wherever the busy executive may be, he would always have a quorum present.

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A letter from
Dr. Corey

Founded 1863



California Teachers Association

693 SUTTER STREET • SAN FRANCISCO 2 • PROSPECT 6-4110

Dear Member:

Today we are happy to announce that nearly half of the teachers in California are members of the CTA-Blue Cross Health Plan through their respective CTA Chapters.

It is gratifying to recall that it was only seven years ago, on recommendation of our CTA Advisory Panel on Insurance, that a comprehensive group health plan was adopted by the Board of Directors.

In this short time, more than fourteen million dollars have been paid in hospital and doctor care benefits in behalf of California teachers.

We believe that by every comparison Blue Cross is your best buy in prepaid health care protection.

Cordially yours,

Arthur F. Corey
State Executive Secretary

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Here are a few reasons why
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THERE'S NO DELAY. Blue Cross takes over at the hospital front door. There's no delay—no red tape. Your Identification Card is your ticket of admission...a great advantage in time of sickness or distress.

FOR THREE-BED ROOM—NO CHARGE. Room and board charges are high in modern California hospitals, as high as \$25 a day for three-bed accommodations. Regardless of rate, Blue Cross pays this three-bed bill in full. Nips big expenses where they start.

NO CASH LIMIT ON "EXTRAS." Drug fees—lab fees—operating and supply room fees...these are the "extras," the charges that skyrocket a modern hospital bill. You can't predict them. Can't be sure of meeting them with a fixed cash indemnity. Blue Cross, therefore, won't limit coverage for these extra services to any cash amount. Your condition and need decide what Blue Cross will provide.

FIRST—AND LARGEST. The first Blue Cross group was formed by school teachers in Dallas, Texas in 1929. Today more than 53 million Americans have Blue Cross—more than the combined population of California, New York, Pennsylvania and Illinois. It's larger than any other voluntary organization in our nation's history...unparalleled proof of performance.

IT'S NON-PROFIT. Blue Cross is governed by Chapter 11-A (Non-Profit Hospital Service Plans) of the California Insurance Code. It pays no stock dividends, no sales commission, no agency fees. Except for emergency reserves and operating costs, each cent of Blue Cross income goes into hospital and doctor bills.

BEST FOR TEACHERS. After a complete survey of the entire health insurance field, your committee, together with C.T.A. actuarial and legal counsel, selected Blue Cross as the plan most suited to the needs of the teaching profession.

Blue Cross is the only
health plan sponsored by C.T.A.



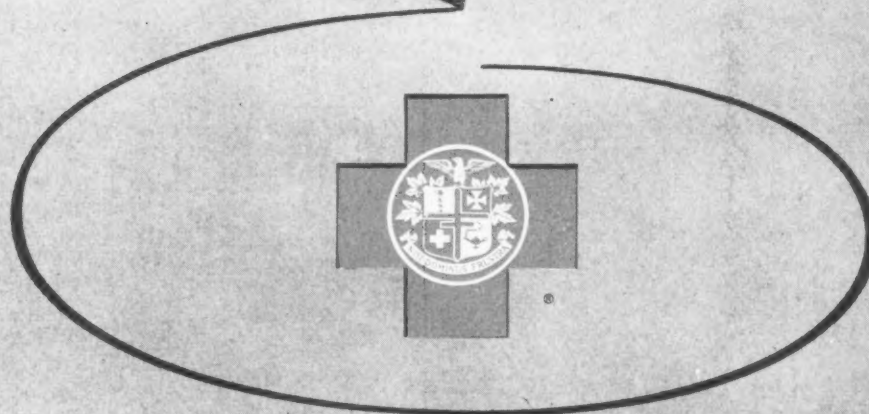
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**THE ONLY HEALTH PLAN
SPONSORED BY YOUR
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More than 125,000 individuals
are protected by your special
CTA-Blue Cross Health Plan.
HOW ABOUT YOU?

One family in three will have
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Teach Arithmetic with **NEW EASE-NEW SPEED!**

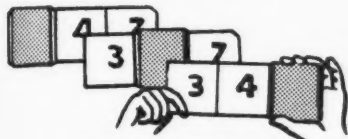
IDEAL

VISUAL AIDS are designed for use with the CALIFORNIA text

You will enrich your arithmetic program using proven IDEAL Visual Aids. IDEAL aids are specially suited and coordinated with textbooks adopted and used in California. They were designed by leading educators to speed comprehension and aid retention.



SPEEDS LEARNING



Relationship Cards

"Family groups" of 3 related numbers per card. Only 45 memorizations needed.

#228—Add & Sub.....\$1.00

#229—Mult. & Div.....1.00

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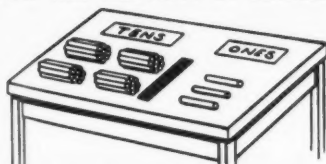


Folding Perception Cards

45 folding cards are much simpler than using 170 separate cards as in older methods. Teach four related facts using one card. Cards: yellow with red circles; 6" x 12".

#234—Pack of 45 cards.....\$0.60

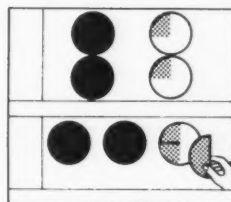
SHOW THE TEN-NESS OF NUMBERS



Enlarged Place Value Sticks

Children join 10 sticks to make each ten. Sticks are $\frac{3}{8}$ " x 5" finished red.

#767 Box of 100 Sticks.....\$3.00



FRACTIONS SIMPLIFIED

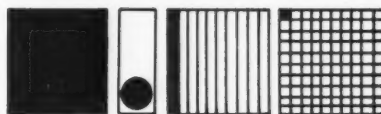
Pupil's Fraction Kit

A modern method to teach children quickly and with greater understanding. No failures. Circles show $\frac{1}{2}$ s, $\frac{1}{4}$ s, $\frac{1}{8}$ s, $\frac{1}{16}$ s, and $\frac{1}{32}$ s.

#754—With manual.....\$0.30

Per dozen above.....\$3.00

LARGE AND CLEAR AIDS



Decimal Place Value Cards

Set provides a card to show 1 whole, a decimal point, and cards showing VALUE in tenths, hundredths, and thousandths place. Card size: 18" x 18".

#762—With Directions.....\$1.00

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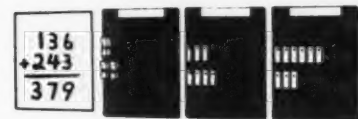
Number Grouping Discs

Die cut discs, ready to punch out, teach number facts through manipulation.

#751—Envelope of 500...\$1.00

THE NUMBER SYSTEM SIMPLIFIED

Place Value Charts



3 large charts 14" x 18" with 500 cards show number system structure. Charts for ones, tens, and hundreds. Cards used to show all arithmetic processes.

#755—With Directions.....\$3.25

SELF HELP AND SEAT WORK

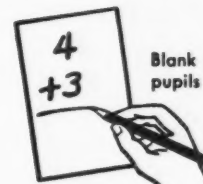
Thermometer

Large 7" x 22" unit with sliding color ribbon shows temperature changes. Used to teach reading and computing temperature changes.

#759—Each.....\$0.85

SELF TRAINING

Practice Cards



Blank 2" x 3" cards for pupils to make own practice cards. Yellow for add. and mult., and green for sub. & div.

#752—Pack of 500.....\$0.90

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Alameda Grade Teachers Club
Alameda Secondary School Teachers Assn.
Alamitos Teachers Assn.
Albany Teachers Assn.
Allsal Teachers Assn.
Alum Rock Teachers Assn.
Alvord School District
Amador County Teachers Assn.
Anaheim Union High
Anamor Teachers Club
Antioch-Live Oak CTA
Arcade District Teachers Assn.
Arcadia Teachers Club
Arden-Carmichael Teachers Assn.
Armiijo Teachers Assn.
Arroyo Grande Chapter
Arvin Elem. Teachers Assn.
Arvin High School Faculty Club
Associated Teachers of Santa Rosa H. S.
Avenue Elem. Teachers Assn.
Associated Teachers of Placer
Atascadero District Teachers Assn.
Auburn Teachers Assn.
Bakersfield Elem. Teachers Assn.
Bassett Teachers Club
Boardsley Teachers Assn.
Bellflower Teachers Assn.
Berkeley Teachers Assn.
Berryessa Teachers Assn.
Brea Elem. Teachers Assn.
Buena Park Elem. Teachers Assn.
Burlingame Teachers Assn.
Buttonwillow Teachers Assn.
Cajon Valley Elem.
Calaveras County Teachers Assn.
CTA Chapter of San Francisco
Cambrian Elem. School District
Campbell Teachers Assn.
Carlsbad Union District
Carmel Teachers Assn.
Castro Valley Teachers Assn.
Ceres Elem. Teachers Assn.
Chaffey College Teachers Club
China Lake Education Assn.
Chula Vista Teachers Assn.
Coachella Valley U. H. S. Teachers Assn.
Collego of San Mateo Fac. Assn.
Colton Elem. Teachers Club
Compton College Faculty Club
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Corona Unified School District
Covina Teachers Assn.
Culver City Teachers Assn.
Cupertino CTA Chapter
Del Norte County CTA
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Delta Teachers Assn.
Dixie District Teachers Assn.
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Elder Creek Teachers Assn.

Elk Grove Teachers Assn.
Escondido Elem. Teachers Assn.
Escondido High School
Excelsior U. H. S. Teachers Assn.
Faculty Assn. of E. Contra Costa Jr. College
Fairfax Teachers Club
Fair Oaks Teachers Assn.
Fallbrook Elem. Teachers Assn.
Fillmore Teachers Assn.
Folsom Jt. Unified School Dist.
Fowler High School Faculty Club
Franklin-McKinley Sch. Dist. Faculty Club
Fromont District Teachers Assn. H. S.
Fresno Teachers Assn.
Fruitridge Teachers Assn.
Fullerton Elem. Teachers Assn.
Gabilian Teachers Elem. Assn.
Gallatin District Teachers Assn.
Garden Grove Elem. Teachers Assn.
Garden Grove H. S. Faculty Club
Garvey District Teachers Club
Gilroy Teachers Assn.
Gonzalez-Chualar CTA
Grossmont H. S. Teachers Assn.
Gustine Public Schools Faculty Club
Hawthorne Elem. Teachers Assn.
Hayward Elem. Teachers Assn.
Hayward U. H. S. Dist. Teachers Assn.
Herlong Teachers Assn.
Hillsborough Teachers Assn.
Huntington Beach Elem. Tchrs. Club
Huntington Beach U. H. S. Faculty Club
Jefferson Classroom Teachers Assn.
Jefferson Union Teachers Assn.
Jefferson Un. High Teachers Assn.
Kern County Supt. of Schools Office Teachers Assn.
La Canada Teachers Assn.
Lafayette Teachers Assn.
Laguna Beach Teachers Assn.
Laguna Salada Teachers Assn.
Lakeside Union School Dist.
La Mesa Spring Valley Tchrs. Assn.
Lancaster Elem. Teachers Assn.
La Puente U. H. S. Teachers Assn.
Larkspur-Corte Madera Tchrs. Assn.
Lemon Grove School District
Lincoln Teachers Assn.
Lodi Elem. Teachers Assn.
Lompoc Teachers Assn.
Los Angeles County Supt. of Schools Staff
Los Nietos Teachers Assn.
Lowell Jt. School Teachers Assn.
McFarland Teachers Assn.
Madera Elem. Teachers Assn.
Madera Rural Teachers Assn.
Magnolia Teachers Assn.
Manhattan Beach Elem. Teachers
Martinez Education Assn.
Marysville Elem. Teachers Assn.

Mendocino Chapter CTA
Menlo Park Teachers Assn.
Millbrae Elem. Teachers Assn.
Mill Valley Teachers Assn.
Modesto Teachers Assn.
Monrovia Elem. Teachers Club
Monterey City Teachers Assn.
Moreland District Teachers Assn.
Mt. Diablo Unif. Dist. Educ. Assn.
Mt. Eden Teachers Assn.
Mountain View Elem. Teachers Assn.
Mountain View Teachers Assn.
Mt. View U. H. S. Teachers Assn.
Napa County Teachers Assn.
Napa City Teachers Assn.
National City Elem. Teachers Assn.
Newark Educators Assn.
Newport Beach Elem. Teachers Assn.
Nian Club
No. Merced County Elem. Teachers Assn.
No. Monterey County Teachers Assn.
North Sacramento Chapter, CTA
Norwalk City Teachers Assn.
Novato Teachers Assn.
Oakland Teachers Assn.
Oakley Teachers Assn.
Ojai Valley Teachers Club
Old River Teachers Assn.
Ontario School District
Orange Unified Teachers Assn.
Orangevale Education Assn.
Orinda Teachers Assn.
Oxnard Teachers Assn.
Palo Alto Teachers Assn.
Paso Robles Classroom Tchrs. Club
Patterson Elem. Teachers Assn.
Piedmont Teachers Assn.
Pittsburg Education Assn.
Placencia Unified School District
Porterville City Elem. Fac. Club
Ranchito Elem. Teachers Assn.
Ravenswood Teachers Assn.
Red Bluff H. S. Faculty Club
Redwood City Teachers Assn.
Reedley Teachers Assn.
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San Bruno Park Elem. Teachers Assn.
San Buenaventura Elem. Teachers Assn.
San Carlos Faculty Club

San Diego Teachers Assn.
San Jose Teachers Assn.
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Santa Monica Classroom Teachers Assn.
Santa Monica School Adm. Assn.
Santa Paula Elem. Tchrs.
Santa Paula H. S. District
Santa Rosa Elem. Teachers Assn.
Santa Rosa Jr. High Teachers Assn.
Saratoga Teachers Assn.
Sausalito Teachers Assn.
Scandinavian Teachers Assn.
Sequoia District Teachers Assn.
Shafter High School
Soledad Teachers Assn.
Sonoma County Supts. Staff Assn.
South Sacramento Teachers Assn.
So. San Francisco Chapter of the CTA
South West Teachers Assn.
South Whittier Teachers Assn.
Southern Alameda Co. Teachers Assn.
Southern Inyo Teachers Assn.
Southern Monterey Co. Educators Assn.
Stockton Teachers Assn.
Sunnyvale Teachers Assn.
Sweetwater High School District
Sylvan Dist. Teachers Assn.
Taft U. H. S. Teachers Assn.
Teachers Assn., San Mateo U. H. S. District
Tracy Teachers Assn.
Trona Unified School District
Turlock Elem. Teachers Assn.
Union District Faculty Assn.
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Vista Teachers Club
Walnut Creek Teachers Assn.
Wasco Elem. Teachers Club
Wasco Union High School
Washington Twp. Teachers Assn.
Washington U. H. S. Faculty Club
Watsonville Elem. Tchrs. Chapt., CTA
Watsonville H. S. Men's Fac. Org'n.
Watsonville H. S. Women's Chapt., CTA
West Covina Teachers Assn.
Westminster Teachers Club
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Whittier Elem. Teachers Assn.
Wiseburn Teachers Assn.
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Responsibility and Respect

Maturity of teaching profession is demonstrated by ethics movement sponsored by CTA in California.

YOUR CALIFORNIA COMMISSION, which conducts studies of ethics and personnel problems and issues those masterful reports, is doing the greatest work ever contributed to the organized teaching profession."

This was the lavish praise of an Illinois educator who had studied some of the reports issued by the Personnel Standards Commission and Section ethics commissions of CTA. Though it may seem exorbitant to many CTA members who have learned to look upon these commissions as normal association bodies performing an expected professional function, it's little different from the comments and queries which arrive frequently from other state leaders.

One state last year employed CTA personnel and materials for guidance in establishing its own ethics program and Personnel Standards Commission. The executive of another state association wrote last month, "We've long been deeply impressed with the work of CTA ethics commissions and we're hoping to establish a similar program here . . . May I obtain further data and assistance about the CTA operation to assist us?" Five other states recently have made a start, each looking to California for guidance.

What is this California phenomenon? It's simply the answer of California teachers to the challenging belief that responsibility for the conduct of its members is an essential mark of a profession. In 1947 the State Ethics Commission (later redesignated the Personnel Standards Commission) was established. The Southern Section already had initiated similar pioneering efforts, and the other five sections soon followed.

The work of these seven commissions during the past ten years has

made it ridiculous to say that teaching "must assume disciplinary and ethics interpretive functions as do the legal and medical professions." Neither of these professions have attempted the ambitious programs already demonstrated by California teachers in the 63 major case studies already completed.

The seven-member Personnel Standards Commission represents the six Sections (two from Southern) and various teaching and administrative levels. Appointed by the CTA state board of directors for seven-year terms, the group always has included at least one elementary teacher, high school teacher, junior college teacher, elementary or secondary administrator, and city superintendent.

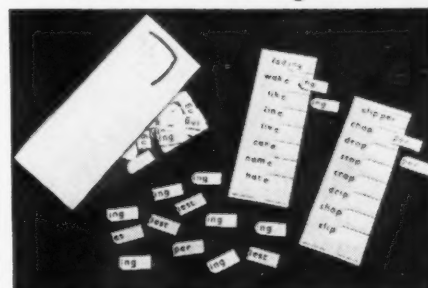
By definition and precedent, the functions of these commissions have become clearly outlined:

1. To define and interpret principles of professional ethics.
2. To promote understanding of and adherence to the Code of Ethics for California Teachers.
3. To enforce the Code of Ethics for California Teachers.
4. To defend ethical teachers from unprofessional treatment, especially false accusations regarding their professional conduct.
5. To study problems of faculty or community friction which have disrupted or threaten to disrupt the educational program.

In performing these functions, the commissions have gone far beyond a mere police function. Interpretive statements to assist members in attaining a high level of professional conduct have been worked out in co-operation with those most affected. The guide for teachers selling en-

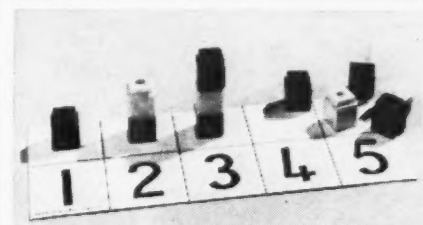
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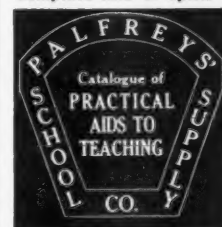
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CALENDAR OF COMING EVENTS

SECTION LEADERSHIP TRAINING CONFERENCES

Northern Section, Brockway, Sept. 12-14
Southern Section, Camp Seeley, Sept. 26-28
Central Coast Section, Asilomar, Oct. 3-5
North Coast Section, Redway School, Oct.
10-12
Bay Section, Asilomar, October 24-26
Central Section, Asilomar, Oct. 31-Nov. 2

SEPTEMBER

- 6-CTA Financing Public Education Committee meeting; San Francisco.
- 6-CTA International Relations Committee Meeting; San Francisco.
- 6-CTA Retirement Committee meeting; San Francisco.
- 6-CTA Youth Activities and Welfare Committee meeting; San Francisco.
- 12-14-CTA Northern Section Leadership Training Conference; Brockway.
- 13-CTA Northern Section Membership Chairmen meeting; Brockway.
- 19-CTA Bay Section board of directors meeting; Burlingame.
- 26-28-CTA Southern Section Leadership Training Conference; Camp Seeley.
- 27-CTA Bay Section Membership workshop; Burlingame.
- 27-CTA Northern Section board of directors meeting; Marysville.

OCTOBER

- 1-15-CTA Northern Section field conferences.
- 3-CTA Bay Section Committee Chairmen meeting; Burlingame.
- 3-4-CESAA Central Coast Section meeting.
- 3-5-CTA Central Coast Section Leadership Training Conference; Asilomar.
- 4-CTA Bay Section council meeting; Washington School, Berkeley.
- 4-CTA Northern Section better teaching conference; Chico State College.
- 7-8-California Retired Teachers Assn. state board meeting; Paradise, Butte Co.
- 8-CTA Northern Section officers meeting; Sacramento.
- 10-11-NEA Department of Rural Education annual meeting; Minneapolis.
- 10-12-CTA North Coast Section Leadership Training Conference; Redway School.
- 11-CTA Southern Section council meeting; Los Angeles.

- 11-CTA State Board of Directors meeting; San Francisco.
- 12-15-County and Rural Area Superintendents; 13th national conference; Minneapolis.
- 14-16-CASA annual convention; San Diego.
- 16-18-California School Boards Assn. annual convention; El Cortez Hotel, San Diego.
- 18-CTA State Board of Directors meeting; San Francisco.
- 18-CTA Moral and Spiritual Values committee meeting; San Francisco.
- 18-CTA Salary Schedules and Trends committee meeting; San Francisco.
- 18-CTA Northern Section classroom teachers dept. conference for new teachers; Sacramento.
- 18-CTA Northern Section public relations conference; Chico.
- 22-23-National Driver Education meetings; Chicago. (National Safety Congress and Exposition)
- 24-CTA Northern Section local presidents meeting; Sacramento.
- 24-CTA Northern Section classroom teachers dept. executive board meeting; Sacramento.
- 24-25-California Speech and Hearing Assn. convention; Lafayette Hotel, Long Beach.
- 24-25-CESAA Central Section meeting; California Hot Springs.
- 24-26-CTA Bay Section Leadership Training Conference; Asilomar.
- 25-CTA Central Coast Section board of directors meeting; Salinas.
- 25-CTA Northern Section Council Meeting; Sacramento.
- 28-30-California Junior College Assn. annual fall conference; Yosemite National Park.
- 31-Nov. 2-CTA Central Section Leadership Training Conference; Asilomar.

NOVEMBER

- 4-7-California School Supervisors Assn. and California Assn. of Supervisors of Child Welfare and Attendance; annual convention; San Francisco.
- 5-CTA Representatives of affiliated organizations; San Francisco.
- 7-CTA Bay Section board of directors meeting; Burlingame.

CTA State Board of Directors Schedule of Meetings 1958-1959

October 18, 1958	June 6, 1959
December 13, 1958	August 22, 1959
January 17, 1959	October 17, 1959
March 14, 1959	December 12, 1959
April 11, 1959	



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(Continued from page 33)

cyclopedias is one example. The joint statement of ethical principles with music educators and music dealers is another. Of outstanding importance in improving professional relationships was the statement on "Administrator Ethics in Personnel Matters."

Along with preparing these guidelines to increase the professional status of teaching, the commissions have been active in promoting and assisting chapter ethics or profes-

sional relations committees to perform both the positive educational functions and the problem processing work which can prevent major explosions.

Local committees are encouraged to consider and resolve local situations upon a member's request or presentation of a professional problem. Only when the chapter feels unable to cope with the problem does it request a study by an ethics commission.

CTA commissions do not initiate

studies. They act only upon requests from a CTA chapter, a majority of the faculty where no chapter exists, a district governing board, a responsible citizen group, or from an individual member who has been charged publicly with unprofessional conduct.

Initial requests for nearly half of the 63 studies completed since 1948 have come from district governing boards, but in nearly all cases supporting requests have been received from all parties to the problem.

Objectivity has been the characteristic of commission reports which has won them the respect of members, school boards, and communities. Administrators, teachers, and governing boards have found their activities subjected to searching analysis and interpretation based on high standards of professional ethics. In many cases vindication or recommendations for correction have saved careers. In others, exposure of misdeeds has resulted in personnel changes and increased community respect for the teaching profession.

Ten years of CTA ethics commission operations in California have demonstrated that teachers in this state maintain a responsible, mature profession, capable of defending its ethical members and disciplining its transgressors. The dividends of public respect will continue to grow.

—JAMES M. WILLIAMSON
CTA Personnel Standards
Executive



STATION KPIX, San Francisco, received a Silver Bell Award for 1958 from eight organizational sponsors at NEA convention in a special category "for the most outstanding local or state reporting of education . . . by a magazine, newspaper, radio, or television station, in cooperation with . . . an educational association". Rolland O. Tooke, vice president of Westinghouse Broadcasting Co., left, accepted the trophy for KPIX from Sylvia Ciernick, Dearborn, Michigan, president of National School Public Relations Association, while Harry A. Fosdick, CTA Public Relations Executive, looks on. The citation was for production of the TV program "Education—Bay Area", telecast last December 29 in cooperation with CTA.



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John Swett Inspired CTA

John Swett, superintendent of public instruction for California from 1863 to 1867, was the godfather of California Teachers Association. He had been in office only four months when he called a state institute of teachers which met in San Francisco. This assembly of 463 educators organized themselves under Swett's leadership into the California Educational Society.

In a four-page article by Peter Thomas Conmy, Oakland librarian, to be published in next month's issue of the *CTA Journal*, it will be shown that the "Society" was shortlived and that it resembled the California Teachers Association which followed it 44 years later only in its statement of purpose.

Conmy's article about Swett, the seventh in a series of biographical sketches, will be of interest to all teachers who wish to trace the history of professional associations in California and the men who led them.

Because the venerable Swett, then retired, was an active participant in the Berkeley meeting of December 1905 and the Fresno meeting of December 28, 1906, the tie of the old Society with the newly incorporated association is historically accurate. On May 4, 1963 — only 56 months away — California Teachers Association, can, with good conscience, celebrate its centennial.

Articles of incorporation for a federation of sectional associations under the name California Teachers Association were filed with the Secretary of State January 16, 1907. The first president, as indicated in the articles, was Morris E. Daily of San Jose. All of the nine incorporators have passed away.

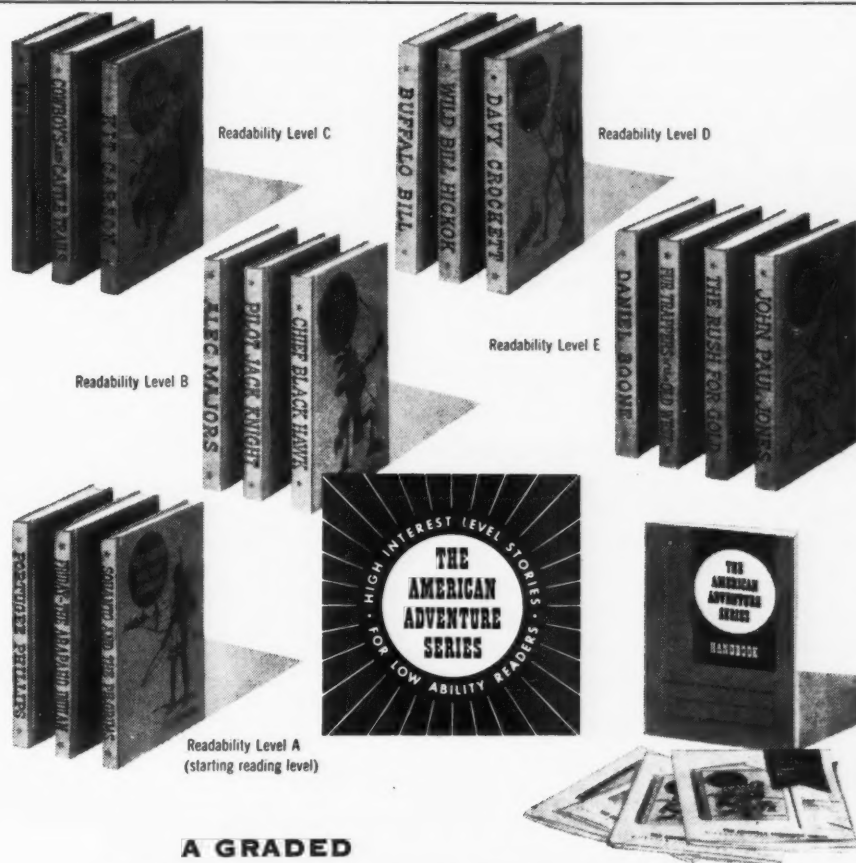
It took three years to complete the reorganization of Sections and the State Council of Education. At the meeting of the Council of January 1910 in Fresno the California Teachers Association began its present organization under the presidency of Charles L. McLain. Roy W. Cloud, in his history *Education in California* (Stanford University Press, 296 pp., 1952, \$6, CTA) describes the 1896

meeting of the Council as "the 29th annual session of the California Teachers Association." He detailed proceedings of meetings from 1875, when the Society formally disbanded and immediately renamed itself Cali-

Pioneer educator set goals in 1863, helped shape modern professional association.

fornia Teachers Association, an all-inclusive educational body.

E. Morris Cox was CTA president



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Land of Lions	Dec. 4
Cathay and Cipangu	Dec. 11
Fairyland	Dec. 18

PERIOD III

Muscovy	Jan. 8
Scandia	Jan. 15
Carpathia	Jan. 22

Spring Semester

PERIOD IV

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in 1909 and Leroy E. Armstrong of Alameda was secretary. In that year Armstrong was named full-time executive secretary, the first to hold such a position in the United States. He served until 1912. Arthur H. Chamberlain succeeded him to serve for 14 years. Roy W. Cloud was executive secretary of CTA from 1927 to 1947, retiring to welcome Arthur F. Corey to the position after Corey had served for nine years in a similar capacity for CTA Southern Section in Los Angeles.

CTA presidents who have served since 1910 include:

Charles L. McLain	1911-12
Mark Keppel	1912-13, 1922-28
E. Morris Cox	1913-22
Joseph Marr Gwinn	1928-32
Willard E. Givens	1932-35
John A. Sexson	1935-39
John F. Brady	1939-46
Walter F. Helms	1946-47
Erwin A. Dann	1947-50
Rex H. Turner	1950-54
Robert C. Gillingham	1954-56
Jack D. Rees	1956-58
Mary Stewart Rhodes	1958-

The organizers of the infant Society 95 years ago drew up a constitution with a preamble which declared:

"We, as teachers of California, in order to further the educational interests of the State, to give efficiency to our school system, to furnish a practical basis for united action among those devoted to the cause in which we are engaged, and for those purposes, to elevate the office of teacher to its true rank among the professions, do hereby adopt the following constitution."

Further emphasizing the parental relationship of the Society to the Association formed in 1907, the third paragraph of the Articles of Incorporation stated the purposes of CTA as:

"To further the educational interests of the State of California, to give increasing efficiency to its school system, to secure and maintain for the office of teaching its true rank among the professions of the state, to furnish a practicable basis for united action among those devoted to the cause of education in the state. . . ."

Is there similarity in these two paragraphs? Did John Swett have any influence in wording the original statement and in proposing its perpetuation in the final and surviving form?

There were 117 names on the charter list of the California Educational Society. Records of CTA show there were 7,014 members during 1910. This month almost 100,000 teachers in California still subscribe to the ideals and purposes Swett and his associates enunciated 95 years ago and vigorously restated 51 years ago.

Social Studies Program at November Convention

Social studies in all levels of education will be in the spotlight November 27-29 when the National Council for the Social Studies (an NEA affiliate) will hold its 38th annual convention in San Francisco.

Section discussions and business sessions at the Sheraton-Palace hotel will begin Thursday evening when national leaders in the social sciences will speak. General sessions will be directed by President Jack Allen of George Peabody Teachers College. Dr. Howard E. Wilson of UCLA, chairman of the National Commission on the Social Studies, will report Friday morning.

This is the first visit of the national council to the west coast, according to James Donohue, president of the San Francisco Council of Social Studies Teachers. The host committees are making elaborate preparations "for a memorable experience for those who visit here from all parts of the nation."

All social studies teachers are invited to attend; NEA membership is not required. Registration fee is \$2.

Urges Public Interest

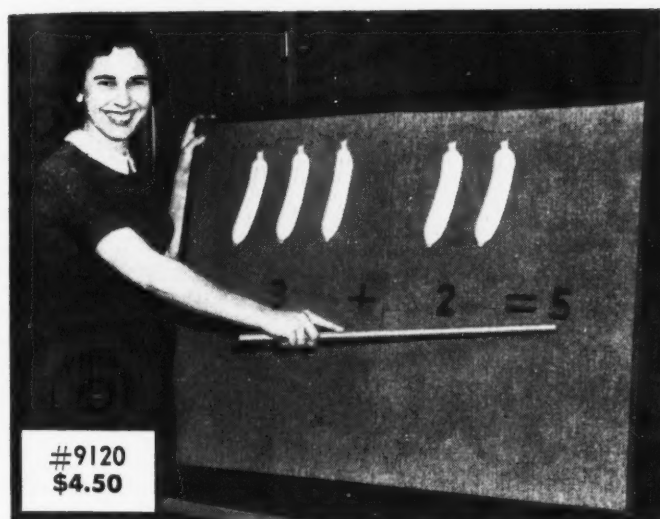
E. A. Hartsook of San Francisco, special assistant to the vice-president of Standard Oil and officer of the Public Education Society, made numerous speeches in the west this summer, driving home these points: We need to avoid attitudes of panic and crisis in discussion of public education. We should applaud the achievements of our educational system. We need to discuss changes objectively and to improve community attitudes toward teaching.

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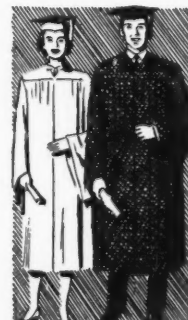
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PUBLICATIONS

Printed Aids Point the Way

CTA has produced many handbooks and booklets to help members

Dozens of booklets and small publications have been prepared by CTA staff covering a wide range of professional and organizational subjects. Some have been in use for ten years or more, revised and republished periodically. Others are new, completing the span of subject matter needed to meet the changing requirements of CTA members. All are available—some without cost—from the state CTA office in San Francisco.

An eight-page pamphlet, "CTA Goes to Press Professionally," is a descriptive listing of major publications. Copies are available singly or in bulk on request from members. The pamphlet includes instructions for ordering and an order blank.

New titles are being created constantly. As new publications become available, they will be announced through CTA Journal.

Some of the primary handbooks published by and for CTA committees and local associations include:

ACCREDITATION OF TEACHER EDUCATION, 3 pp., 1956, free. A policy statement of CTA prepared and published by CTA Commission on Teacher Education as Bulletin No. 6.

Finance

PUBLIC SCHOOL FINANCE IN CALIFORNIA, 36 pp., 1957, free. Dr. Kenneth Brown's explanation of 1957 apportionment legislation introduced by CTA. Detailed description of school finance, now obsolete but still excellent for background study.

Moral and Spiritual Values

VALUES TO LIVE BY, 39 pp., 1955, 25c. A basic guide set up by the CTA committee to help teachers create a school climate for emphasis on moral and spiritual values.

THE LAW ON TEACHING RELIGION AND MORALS IN SCHOOLS, 10 pp., 1957, 25c. Bulletin No. 2 produced by the same committee. It contains legal opinions and rulings affecting the teaching of religion and moral and spiritual values in the public schools.

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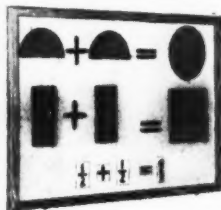
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28 pp., 1957, 25c. The committee's Bulletin No. 3 is a suggested statement of ways and means of telling about your program in moral and spiritual education.

MORAL COMPETENCE — SUCCESSFUL PRACTICES IN PUBLIC EDUCATION, 53 pp., 1958, 25c. Bulletin No. 4 is a compilation of actual programs in use in the public schools which are related to the teaching of moral and spiritual values.

KIT, \$1. Contains the four items above, as well as the committee's Bulletin No. 1, **Faiths of Mankind**, a bibliography listed by subject matter. (Currently out of stock except in kit.) Other pertinent publications are included.

Orientation

THE BEGINNING TEACHER'S GUIDE, 40 pp., 1957, 35c. Prepared by Classroom Teachers Department, this handbook describes California certification requirements and professional organization, as well as the rights and responsibilities of the teacher. Order through your Section secretary.

Personnel Policies

CO-OPER-ACTION, 62 pp., 1955, 25c. A guide for professional relations committees.

SAMPLE PERSONNEL POLICIES, 64 pp., 1954, 25c. Third progress report of the Joint Committee on Personnel Procedures. Contains sample forms and personnel policies developed and adopted by school districts in California.

THE TEACHER'S CODE, 78 pp., 1955, 50c. A handbook describing the importance, interpretation and enforcement of the Code of Ethics for California teachers.

ADMINISTRATOR ETHICS IN PERSONNEL MATTERS, 8 pp., 1956, free. A statement developed and endorsed by CASA, CASSA, CESAA, and CTA to serve as aid to school administrators in avoiding unethical personnel practices.

Policy

WE HOLD THESE TRUTHS, 16 pp., 1956, free. Principles of public education presented as the first statement of the CTA Commission on Educational Policy.

CONTROVERSIAL ISSUES IN THE PUBLIC SCHOOLS, 16 pp., 1957, free. The Commission's second statement deals with this important subject.

THE GIFTED IN THE PUBLIC SCHOOLS, 12 pp., 1958, free. Special provisions for students who are intellectually gifted is the subject of the third statement by the Commission on Educational Policy.

THE SCHOOL AND ITS PROGRAM, 76 pp., 1958, free. This statement of the Commission is intended to inform the public about the major features of the public school curriculum today.

Professional Organization

ABOUT YOUR PROFESSIONAL ORGANIZATION, 23 pp., 1955, 25c. A handbook describing the California Student Teachers Association's history, purposes, activities, and relation to CTA.

AFFILIATED EDUCATIONAL ORGANIZATIONS, 50 pp., 1954, free. Describes organizations which are affiliated with CTA. (Limited supply.)

BYLAWS AND ARTICLES OF INCORPORATION of California Teachers Association, 30 pp., Revised 1957, free.

STANDING RULES OF CTA, 16 pp., Revised 1957, free. (Limited supply.)

Public Relations

FREEWAYS TO FRIENDSHIP, 53 pp., Revised 1955, 25c. Guidance in good school public relations for local committees.

Recruitment

CAREERS IN EDUCATION, 71 pp., 1954, 35c. A handbook published by CTA Teacher Education Commission for high school and college students. Describes the opportunities, requirements, and preparation involved in a teaching career. (A revised edition is being prepared. When available it will be priced at 50c.)

Retirement

CALIFORNIA STATE TEACHERS' RETIREMENT, 12 pp., October 1957, free. Principal provisions of California retirement law as of this date. Contains computation table and formula.

Salaries

PAY WINDOWS FOR THE PROFESSION, 56 pp., 1956, 40c. A handbook for local association salary committees which includes guide to procedures in salary discussions and presentations. (Limited supply.)

SALARY POLICY, 28 pp., Revised 1958, free. A statement of fundamental principles adopted by the State Council of Education.

PROFESSIONAL SALARIES FOR TEACHERS, 32 pp., 1958, 50c. A summary of research on national economy directed to improvement of salaries for the teaching profession. CTA Research Bulletin No. 112. (CTA members may have one free copy of any available Research Bulletin.)

CALIFORNIA TEACHERS' SALARIES 1957-58, 66 pp., 1958, \$1. CTA Research Bulletin No. 113 contains reports of salaries paid to full-time teachers in California schools. Also available is Bulletin No. 115, containing **California School Administrators' and Special Services Personnel Salaries for 1957-58**, 79 pp., \$1.

THE SCHOOL DISTRICT BUDGET, 30 pp., 1955, free. A reprint of articles published in CTA Journal on school financing. Teacher Education

TEACHER COMPETENCE, Its Nature and Scope, 48 pp., 1957, 50c. Revision of Kinney's "Measure of A Good Teacher."

AT YOUR SERVICE, 63 pp., 1951, 25c. A guide to local inservice education prepared by CTA Teacher Education Committee. (Limited supply.)

TEACHER EDUCATION PROJECTS IN CALIFORNIA, 22 pp., 1955, free. Bulletin No. 3 prepared by Teacher Education Commission, presents brief descriptive statements concerning five teacher education projects undertaken in California.

Other Bulletins of Teacher Education Commission include: No. 5, "Toward Professional Maturity in Education" (Limited supply.); No. 7, "California Institutions Accredited for Teacher Education."

Tenure

TENURE, A Handbook, 88 pp. mimeographed, 1953, 50c. General provisions of California law, historical development, and court cases. (A 4-page summary of General Provisions is available separately without cost.)



Dad gets a driving lesson...

One sure sign a boy is growing up is when he starts teaching his father something Dad has been doing for years. Driving, for example.

Tommy is typical of many 16-year olds. It wasn't too long ago that he occupied the family car only as a rider. Now, a few years later, he's giving his Dad a few tips on driving—and he's well qualified to do so, as his Safety-Economy Run Trophy testifies.

The Safety-Economy Run is now a well-accepted event all over the West. Four years ago, though, it was unknown. In March 1953, General Petroleum saw the need for encouraging young people to test the knowledge they had learned in high school driver education courses. As a result, working with civic groups and assisted by law enforcement officers and school officials, General Petroleum played an impor-

tant role in the organization of the first Safety-Economy Run in Santa Paula, California. This small-scale version of the famous Mobilgas Economy Run saw 28 teen-age drivers take family cars on a 120 mile run.

Today, as thousands of high school students participate in their own local Runs, there's evidence to show that these youngsters do know more about the art of safe and economical driving than some of their Dads. General Petroleum feels proud to have started these Safety-Economy Runs. It is another of the many efforts General Petroleum is making to benefit America's younger citizens.



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Youth Activities

ON YOUTH'S BEHALF, 40 pp., 1955, 35c. A handbook prepared as a guide for local association youth activities and welfare committees. (Limited supply.)

Also available are bulletins prepared by the CTA Youth Activities and Welfare Committee: No. 1, "Safeguards Against Suits for Damages" (Limited supply.); No. 2, "Recreation Services and Districts in California;" No. 3, "Checklist for Evaluation of a Youth Activities Project;" No. 4, "A General Guide on Scholarships and Other Financial Aids to Students."

Although many of the above publications are listed as "free," only one

of each will be mailed without charge. There is a 10c charge for all after the first free copy. Payment in cash, check, or money order (no stamps) must accompany order. Your membership number must be included in all requests for Research Bulletins. Address orders to CTA Publication Sales, 693 Sutter St., San Francisco 2, Calif.

For a current catalog of over 1000 publication titles available from National Education Association and its affiliated organizations, see 32 page

(5½x8¾) insert in September issue of *NEA Journal*. The new list shows units and divisions in alphabetical order with numbered titles to make ordering easy. For copies of the list write Publication Sales Section, NEA, 1201-16th St. N.W., Washington 6, D.C.

AMERICAN WAY

32 Schools Win F-F Awards

Thirty-two California schools or school systems won awards in the annual Freedoms Foundation program, it was announced at the Valley Forge, Pennsylvania, headquarters this summer.

Principal School Awards went to Franklin D. Roosevelt junior high, Compton; Glendale high; John C. Fremont adult school, Los Angeles; Palms junior high, Los Angeles; Lynwood high; Point Loma high, San Diego; San Francisco elementary schools.

Honor Medal Award schools included Anderson elementary; Bakersfield City Schools; Col. Thomas Baker school, Bakersfield; Long Beach unified; Sweetwater union, National City; Richard Henry Dana junior high, San Diego; Herbert Hoover high, San Diego; Memorial junior high, San Diego; Jean Parker school, San Francisco; Abraham Lincoln high, San Jose; Santa Barbara junior high; Lincoln junior high, Santa Monica; Mark Twain junior high, Venice.

Freedom Library awards went to Willowbrook junior high, Compton; Holtville union elementary; Belmont high, Los Angeles; George Washington school, Lynwood; San Diego city schools; San Diego high; Woodrow Wilson junior high, San Diego; John Kelley school, Thermal; and Verdugo Hills senior high, Tujunga.

High school editorial awards went to Robert A. Millikan high, Long Beach; St. Agnes high, Los Angeles; Eagle Rock high, Los Angeles.

Freedoms Foundation has announced three new areas for awards on which nominations and evaluations must be filed by November 1.

The first of these new awards is the Valley Forge Teacher's Medal, designed to honor at least one teacher in each county or city in the United States; the second is a series of three special School Leadership awards for school systems with the most effectively planned and executed system-wide citizenship programs; the third is a category of awards for the most outstanding contributions toward a

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1. TEACHING IN CALIFORNIA (With 1958 Supplement)—All about teaching in California.....	\$1.00
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better understanding of the American competitive free enterprise economic system.

In announcing these awards, Dr. Kenneth D. Wells, president of Freedoms Foundation, said, "By expanding our School Awards Program to include the Valley Forge Teacher's Medal Award we are properly honoring the classroom teachers, the most important and deserving bulwark of our Republic, in a profession that is long overdue in receiving just recognition." Nominations for the Teacher's Medal will be accepted from school administrators, teachers, students or the general public.

Nominations for the special Leadership Awards to school systems for the most effective, system-wide citizenship programs should be made in the usual manner, with statements, outlines, instructions and summaries, substantiated by printed materials, press clippings, programs or outside letters of evaluation and mailed to Freedoms Foundation at Valley Forge before November 1.

The new Alexander Hamilton Category, for programs developing a better understanding of the American competitive free enterprise system, is open to individuals, organizations or companies, as well as schools.

Freedoms Foundations continues this year its School Awards Program through which it offers 50 or more Valley Forge Pilgrimage (all-expense) trips for student-teacher "teams," 50 or more Valley Forge Freedom Libraries (of books, pictures and documents relating to the Credo of the American Way of Life), and an additional 50 to 100 George Washington Honor Medals, for 1957-58 school programs of whatever nature, which brought about a better understanding of the *American Way of Life*.

65 Per Cent of CTA Council Members Are Classroom Teachers

In a survey made last spring by Mary Ball, CTA Council Activities Executive, it was found that 205 of the 329 members of the State Council of Education were classroom teachers. By adding six counselors, a librarian, a nurse, a teacher-dean, and a visiting teacher, the total was raised to 215 or 65 per cent of the total.

There were at that time 36 principals and 31 superintendents holding voting membership in the Council, the governing body of CTA. Of the remaining 47, position classifications were spread among 18 titles, ranging from vice principal to coordinator and supervisor.

State Council membership, set annually on a proportional basis, will

include for 1959: Bay Section 90, Central Section 36, Central Coast Section 14, North Coast Section 9, Northern Section 30, and Southern Section 157. To the Section representation will be added 15 affiliate members and seven special members, making a total voting list of 358. Total elective Council membership limited to 375 by amendment to by-laws.

Getting to know you

Here is first day fun for teacher and class . . . with friendly smiles, hand shakes and a catchy, happy tune.

NEW HORIZONS
a suggestion
we hope proves helpful

Taking a cue from Mrs. Anna in popular play, *THE KING AND I*, you might adapt her now familiar singing-game, *GETTING TO KNOW YOU*; for any club meeting where you have guests or new members.

USE a record, sheet music or song book, that contains this song (from library, bookstore or music shop). Have group form circle (sit or stand).

LEADER goes through the song; group repeats. Then, add action. Imitation and gestures come easily to young people . . . Both the shy and more sure benefit by the fun of it all.

EACH TIME group comes to "getting to know you", all smile at neighbor; "getting to like you", all shake hands with neighbor (cross over hands.)

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As 34-million-plus children go back to school this month, the National Education Association and the CTA will tell the story of overcrowded classrooms in 40 million living rooms via the television premiere of the NEA's new film, "Crowded Out."

Under a special program in cooperation with NEA's Press and Radio Relations division, Mrs. Mabel Perryman, CTA's television and radio director, has arranged to provide the film prints without charge for showing during the initial week.

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tional conferences during June and July. The films will be available from CTA later this month for use by local associations or parent groups.

Dates and times for California showings are subject to change but in many cases local announcement of scheduling will appear. The following are set up for "the weekend of the 12th:" KBAK Bakersfield, KVIQ Eureka, KABC Los Angeles, KHJ Los Angeles, KTLA Los Angeles, KTTV Los Angeles, KCRA Sacramento, KSBW Salinas, KFSD San Diego, KTVU Oakland.

September 12th is the day set for: KIEM Eureka, KFRE Fresno, KRCA Los Angeles, and KVIP Redding.

Saturday the 13th is the time committed by: KERO Bakersfield, KJEO Fresno, KBET Sacramento, KRON San Francisco, KEYT Santa Barbara.

Sunday the 14th is the station commitment for: KHSL Chico, KMJ Fresno, KNXT Los Angeles, KPIX San Francisco, KSBY San Luis Obispo, and KOVR Stockton.

KNTV San Jose has indicated it will telecast the film the following Monday or Tuesday. Stations that have accepted the prints but have not announced a time for showing include KCOP Los Angeles, KFMB San Diego, and KGO San Francisco.



CECIL R. KING, Democratic representative from California, was a featured speaker at an NEA legislative dinner in Washington, sponsored last May by the NEA Legislative Commission to honor Congressional sponsors of bills to provide equitable tax treatment for U.S. teachers. Internal Revenue Bureau rulings eventually provided the relief sought in law. Flanking Rep. King is NEA President Lyman Ginger.

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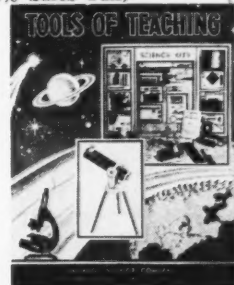
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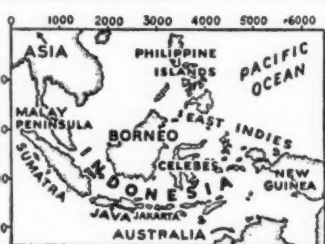
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Nike (nī'ki or nē'kā for 1; nī'ki esp. for 2), 1. the Greek goddess of victory, usually represented with wings. 2. an anti-aircraft rocket-propelled missile launched from the ground and guided by electronic signals from the ground. *n.*

pulse jet (puls'jet'), a type of jet engine into which the air necessary for the burning of the fuel is admitted by valves in spurts. *n.*

Qa tar (kā'tār), country in E Arabia, on the Persian Gulf, under British influence. 18,000 pop.; 8000 sq. mi. Capital: Doha. *n.*

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600 Chapters Are Chartered In Last Ten Years

Although CTA local charter number 599 was officially granted by the state board of directors on June 24, applications pending assure that the number will pass the 600 mark before this edition goes to press.

Charter No. 1 was granted to East Bakersfield Teachers Association May 29, 1948. The first announcement, appearing in the September issue of *Sierra Educational News* that year, listed 34 local associations in the first group.

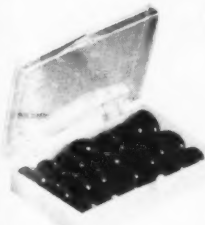
The first ten chapters were, in this order: East Bakersfield, Salinas, Piedmont, Butte county, North Humboldt county, Humboldt Bay, West Side (Mendota), Merced, Ferndale, and Chowchilla.

The number of chapters meeting the requirements for CTA charters has increased steadily in the last ten years. Following are the totals as of September each year: 1949, 117; 1950, 165; 1951, 240; 1952, 305; 1953, 347; 1954, 407; 1955, 455; 1956, 502; 1957, 547.

Chartered since May were:

No. 581, Lodi Elementary Teachers' Association, San Joaquin county; No. 582, Rincon Valley Union Teachers' Association, Sonoma county; No. 587, San Joaquin County Staff California Teachers Association; No. 589, Pioneer Teachers Association, Hanford, Kings county; No. 590, Danville Elementary Teachers Association, Contra Costa county; No. 591, Big Bear Teachers Association, San Bernardino county; No. 592, Lodi Union High School Teachers Association, San Joaquin county; No. 593, Woodland High School Teachers Association, Yolo county; No. 594, Sierra Foothills Education Association, Placer county; No. 595, Orange Cove Teachers Association, Fresno county; No. 596, Las Lomitas Teachers Association, Santa Clara county; No. 597, St. Helena Teachers Association, Napa county; No. 598, Emeryville Teachers' Association, Alameda county; No. 599, El Centro Secondary Teachers Association, Imperial county.

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RAAB IN PLACEMENT

William E. Raab, instructor at Whittier College and a candidate for doctoral degree, became secondary placement counselor in the San Francisco office of CTA this month.



A native of Illinois, he received his BS degree from Illinois State Normal in 1952 after serving two years with the army. He taught in East Whittier school district while earning his MA degree from Long Beach State College. His work at Whittier College was in the field of administration, counselling, and programming.

ROBERT PHELPS IS NEW FIELD MAN

Robert E. Phelps became CTA field representative for the North Coast and Central Coast Sections August 15. His appointment as the ninth field man completes the state staff planned under the new expanded services program.

Phelps, former public relations director for the Oregon Education Association, has had teaching and administrative experience. He recently completed two years on the faculty of the University of Chicago, where he undertook studies for a doctoral degree. With his wife Rose Marie and two children, he will make his home in San Jose.

Northern Section to Dedicate Headquarters

Dedication of Northern Section's new \$70,000 headquarters building has been set for October 25.

The 2800 square-foot building on 2¼ acres of land, the first real estate owned by the Section, is located five miles east of Sacramento at Winding Way and Auburn Blvd.

Construction began in June and it was expected Executive Secretary McElwain Howard and his staff would occupy offices early in October.

The building is a modern design featuring a redwood and cedar covered porch extending to the parking area. It has three offices, a board room, two conference rooms, and a work room.

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BRIEF NEWS NOTES FROM ALL PARTS OF CALIFORNIA

• Estimates of the number of teachers needed in California will increase from 15,800 in 1958-59 to 20,690 in 1970-71, according to Carl Larson, SDE specialist in teacher education. During the 13-year period 18,300 new teachers will be needed each year, 10,700 for elementary grades and 7,640 for secondary. After estimating actual supply from teacher education institutions and adding those who return to service, Larson says the shortage for 1958-59 will be 5,391, declining each year until

an approximate balance is reached by 1970-71.

• California School Health Association will hold its annual meeting at the Hacienda Hotel, Fresno, November 8-9. Internationally known doctors are scheduled for speeches on "New Horizons in School Health." Dr. James A. Fikes, Fresno State College, can provide additional information.

• Arthur D. Browne has been named specialist in higher education, state department

of education. Other appointments in the division of state colleges and teacher education include Wesley R. Burford, specialist in college facility planning, and Jon S. Peters, acting specialist in state college curricula.

• Evelyn Armer, for more than a half century a dynamic figure in San Francisco's secondary school system, died in Los Angeles August 2. She started teaching in 1898, the year she graduated from the University of California, and retired in 1947. She brought generations of students a love of literature and the English language.

• Burlingame high school's student string ensemble—29 girls and four boys under the direction of Lawrence Short—toured the capitals of western Europe this summer, leaving a wake of critical acclaim and vigorous audience applause. The award-winning orchestra offered successful concerts in six large cities and were featured for a day at the World Exposition in Brussels. The people of Burlingame financed the tour for the young people, all of whom received musical training from Teacher Short in high school classes.

• CTA North Coast Section has leased an office on the second floor of the building at 805 Seventh Street, Eureka. Open house for Section members was held August 29. Miss June Adams has been employed as office secretary to assist Executive Secretary Stewart Herriott.

• Wesley C. Young, principal of Stockton junior high school, was honored when drama classes under supervision of Wilma Friddle presented a "This Is Your Life" assembly program, including a parade of witnesses and presentation of gifts.

• Thomas Millar, Willows high school student, was named Star State Farmer for California. The young man owns 135 head of stock, earned \$6745 in four years of FFA projects.

• T. R. Nickel, Reedley elementary superintendent, after serving public schools for 30 years, resigned "to do some traveling."

• Joyce Burley of San Mateo, who was pictured as the student in *CTA Journal's* cover for April 1953, is attending Pomona College on a California state scholarship she won for placing first in a regional contest sponsored by the American Association of Teachers of French. Her French teacher at Hillsdale high school was James D. Eakin. As editor of her high school newspaper, Joyce last summer attended a journalism institute at Northwestern University.

• "I couldn't have won the Central Valley mathematics quiz if it hadn't been for the help of my teacher," said 15 year old John Castor, Clovis high school sophomore, who took first place and a \$1000 scholarship offered by McClatchy newspapers. John's tribute was for Dudley Champion, now at Bullard high school in Fresno, who had taught the gifted student in freshman algebra and coached the boy for the math quiz.

• Stanislaus County Teachers Association (a CTA charter) awarded a \$150 scholarship to an Empire high school senior, with the announced intention of awarding a like amount annually "to a deserving education

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major of this area upon enrolling in an accredited college."

- In a report issued early in the year, San Diego City Schools Superintendent Ralph Dailard says that of the 606 new teachers employed in the district this year, 244 were educated in California and 442 attended colleges in other states. Over 200 teacher education institutions were represented in 44 states. Reports from similar districts indicate the state's recruitment of teachers must continue for several years to be directed out-of-state.

- Thirty outstanding projects from the student craftsman's fair held in May at the Santa Clara county fairgrounds were sent to Dearborn, Michigan, for Ford's international exhibit.

- Annual advanced workshop for teachers of science, sponsored by Fresno County Superintendent of Schools Walter Martin, will be held September 2-4 at Fresno State College.

- Pasadena voters delivered a 73 per cent yes vote in a June election for school construction bonds, according to Dr. Jesse D. Moses, new president of Pasadena Education Association.

- "Report Card USA" is the theme of the 36th annual observance of American Education Week, set for November 9-15.

- A workshop in teacher education, co-sponsored by California Council on Teacher Education and five other organizations, was held August 17-23 at Whittier College. Dr. James C. Stone, associate professor of education, University of California, was director.

- Bay Section of California Elementary School Administrators' Association has scheduled meetings for November 7-8 (Santa Rosa), January 24 (Berkeley), and April 18 (Mt. Diablo).

- Programs for offering master of arts degree at ten state colleges were approved by the state board of education at its July meeting.

- San Francisco State College received a federal grant of \$70,000 to study the effects of special instruction for the severely mentally retarded.

- More than 400 presidents of chartered local associations in California participated in an 8-session President's Seminar at Asilomar, August 24-27. For more than 25 hours of scheduled meetings they received from staff consultants instruction on CTA program and objectives. This is the fourth annual seminar sponsored by CTA Field Service.

- A Sacramento superior court judge ruled on August 22 that David W. Flewelling, former American River junior college teacher, should be reinstated with two years of back pay. The teacher, having completed three years of service at Grant Technical College in Sacramento, was offered a contract for 1955-56 at the junior college, where he served until dismissal at the end of the year. He sued for reinstatement and permanent status and an attorney-general ruling supported his contention under a special provision of the Education Code passed in 1955. It was understood the college board would appeal the superior court decision.

Columbia Restoration Project Renewed

A project initiated by CTA in May 1955 sought to restore the 95-year-old school building in Columbia historic state park by soliciting small contributions from school children. Eventually \$40,000 was collected in this way, which CTA turned over to the Division of State Beaches and Parks. The old brick building has been carefully restored but the funds were insufficient to complete interior finish and refurbishing.

For more details on Columbia and the restoration project, see *CTA Journal* for May, Oct., Nov., Dec., 1955; Jan., Feb., Mar., May, and Dec., 1956. An artist's impression of the building is on page 5 of October 1955; photographs of construction progress appear on page 12-13, November 1957.

It is estimated that \$30,000 will be needed to complete the project as an historic landmark of public education. By action of the CTA board of directors, the membership of CTA will be solicited—at 30c to 50c a member—to complete the fund. Full details will be published in next month's *Journal*.

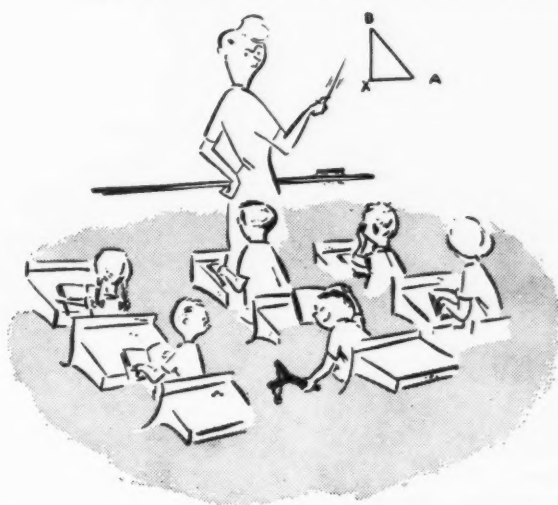
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LETTERS

from readers

Letters to the editor of the Journal are welcomed on any subject concerning public education. Length and treatment must necessarily limit the number of letters published but controversy is not necessarily barred by CTA policy. The letter below is the author's reply to a criticism printed in these pages, referring to Mr. Burt's "What Should Johnny Read?", page 26, February 1958 CTA Journal.

Mr. Silverman in his letter in the April issue of the CTA Journal exhibited an apparent lack of understanding of the word "ought". Webster's New International defines it thus: "to be bound in duty or by moral obligation; primarily, to be bound by practical duty, by the recognized moral laws, or by conscience." It was in this sense that I used the word and Mr. Silverman's definition of ought as "personal desire, or personal guilt, or rational recognition of a societal expectancy" has little or no meaning as a basis for criticism.

Furthermore his statement that I ignored "the basic concept of Plato's teacher: Know Thyself" reveals his lack of understanding of what Socrates meant by his precept. Alfred Webber in his authoritative work, *History of Philosophy*, states that Socrates used the words inscribed on the temple of Delphi to sum up that "we can know what we ourselves ought to be, what is the meaning of life, the highest good of the soul." Mr. Silverman's confusion is further indicated by his parenthetical explanation of ought as "future". Nothing in the original article would warrant such an interpretation. As an English teacher Mr. Silverman must know that "ought" originally was the past participle of "owe" and still retains in common usage the idea of being under obligation.

I disagree categorically with Mr. Silverman's statement that "evil from a conventional standpoint can be seductive and attractive." Evil is neither. It has to be painted that way. However, I agree with him that "evil is an important part of life", but I believe that public schools should not spend public tax money for library books which would have the reader conclude that evil is anything but what it is, ugly and repulsive.

ALLAN G. BURT
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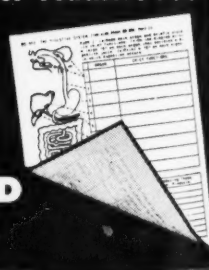
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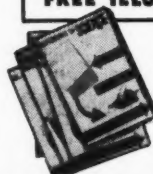
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HIGHER GOALS

(Continued from page 22)

Wennerberg, Berkeley superintendent of schools; and Dr. Marc Jantzen, dean of the school of education, College of the Pacific. Dr. James C. Stone, director of teacher education, University of California, Berkeley, is chairman of the Commission.

Both the state committee and commission know that the key to standards action is essentially in the hands of one or more local TEPS committees attached to a local teachers' association. Although the commission and the six established Section committees can act on some matters, many essential TEPS tasks are completed by teachers working at the local level.

To encourage additional local participation, the commission, cooperating with the six Section TEPS committees, held last April and May a series of regional conferences beamed at current and prospective association TEPS leaders.

This fall and next spring conference results should be found in many new TEPS committees and in new perspectives among the almost 200 committees now in existence.

Developing leadership for TEPS is a continuous activity of the Commission office in San Francisco. Publications and consultant services are provided for local groups. Recent opening of a Commission office in Los Angeles and the addition of one full time TEPS consultant now extends these services.

Perhaps no single issue in the TEPS arena currently attracts so much serious attention as does credential revision. The issues have invaded coffee hours, staff sessions, association meetings, and produced reams of correspondence. The net result, among teachers, has been a renaissance of thinking about professional standards not only in licensure but in the related fields of teacher assignment practices and teacher preparation programs and their accreditation.

Proposals now under study provide a radical revision of the present system. In brief, the newly suggested blueprints for licensing would reduce the present multi-credential system to a simplified program of four credentials, one of which would be a general teaching credential. Supple-



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menting this system would be a certification plan for certain school employees who are not prepared through accredited teacher education programs. Removed from credentialing processes would be any policing of teacher assignments. Instead, this necessary function would be expected of accreditation processes. In addition, organized teacher groups would be expected to exert a watchdog function over standards of assignment practices in school districts.

Continued study of these proposals by California teachers undoubtedly will yield numerous counter proposals but should result ultimately in a licensure plan that can be supported by the California Teachers Association.

The commission as well as the committee on teacher education will continue to spend much time and effort on credential revision matters until current issues are resolved and a new system is adopted by the Legislature and the State Board of Ed-

ucation. The commission believes that licensure is an important agenda item for every local association. Each association has received necessary credential revision reports and supplementary information. Earlier, some participated in surveys of teacher opinion regarding good licensure practices. Now each organized teacher group in the state has an opportunity to reflect the points-of-view of its membership through Association channels. Next month (October) Section TEPS committees, the state committee and the commission will seek to tap these prevailing points-of-view and determine recommendations to be made to the State Council of Education.

Supporting strong profession-oriented accreditation for teacher preparation programs is an established policy of the Association. This policy clearly calls for accrediting procedures that include participation by representatives of all those groups within the profession that have a stake in standards of teacher education. Classroom teachers clearly have such a stake.

In preparation for appointment to accrediting teams the commission organized a two-day *School for Visitors* at which selected teachers studied accreditation procedures. *Graduates* of the *school* became members of the commission's accreditation panel. During the next two years, they will be requested to serve on state teams evaluating California institutions. The commission anticipates that panel members will serve also on teams appointed by the National Council for Accreditation of Teacher Education when California institutions are seeking accreditation by this national agency.

California agencies responsible for the accreditation of teacher education have developed specific accrediting processes in which the profession can take pride. The Association supports these processes. Using the framework of present processes, the Commission on Teacher Education continues to urge that attention be given to setting adequate standards for all aspects of professional preparation.

Needing wider attention currently, for example, are standards for admission and continuance in programs of preparation for teaching and for the

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various specialist roles such as school administration and counseling. Determining such standards is indisputably the business of the total profession but has yet to be undertaken in full measure. CTA commission publications stress the need for broader understanding of the nature of the accreditation process and responsibilities most practicably assigned to it.

In addition to its efforts in the field of accreditation, the commission provides other support for higher standards in teacher education. Last month the fourth workshop in Teacher Education was held. These annual events, originally envisaged and financed by CTA, now attract the additional active sponsorship of the State Department of Education, the Council on Teacher Education, the Congress of Parents and Teachers, the School Boards Association and the Association of School Administrators. The workshop attracts representatives of all those concerned with quality of teacher preparing programs and the published reports of their deliberations are widely used.

The Association's interest in the problems of securing an adequate supply of highly qualified teachers is long-standing. Support has been given for numerous conferences and several publications have been produced aimed at stimulating interest in teaching as a career, including the widely-used *Careers in Education*.

An example of specific programs is the California Education Clubs. Aimed directly at securing qualified applicants for admission to teacher education programs, most CE Clubs endeavor to admit qualified young people and to provide opportunities for experiences through which capabilities and interests may be explored. A sponsor's handbook will be published to stimulate activity. Many clubs are active in high schools of the state and it is expected they will become affiliated with appropriate state and national organizations. The Los Angeles office of the commission serves as the clearing house for intra-club activities and extends consultant services to leadership groups.

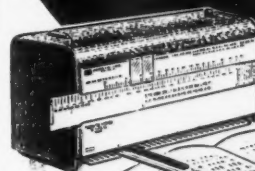
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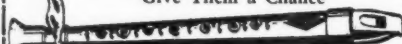
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STORK VS. SCHOOLS

(Continued from page 20)

100,000. L.A. easily reached the 600,000 mark in September, 1958—an increase accomplished in only three and a half years; and by 1961, there will be at least another 90,000 youngsters in Los Angeles city schools.

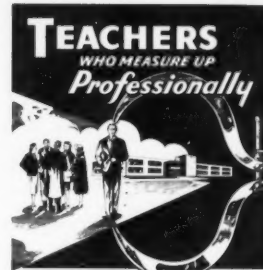
As Robert E. McKay, CTA Governmental Relations Executive, pointed out at Congressional hearings held this spring on the need for help with school financing, the L.A. system must open a new school with 23 classrooms every Monday morning for the next three school years in order to try to catch up and keep up with spiralling enrollments which now total more than 597,000, an increase of 88 per cent in the last 10 years.

The situation in the Los Angeles city school districts, of course, is reflected throughout California. McKay told the Subcommittee on Education of the House of Representatives that "California is the focal point of the greatest mass migration in the history of the world. Every day of the year nearly 1,000 residents of other states pack their bags and move to California. When you add the high birth rate, this state is increasing by 550,000 persons a year.

"Despite heavy mobilization of state and local resources," McKay continued, "California has not been able to keep abreast of classroom requirements even though thousands of new schools have been built. In 1952, a total of 140,000 pupils were on half-day sessions in California; despite the many new schools, the figure today is still 163,000."

McKay, in addressing the Congressional committee, also emphasized that it took 90 years (1849-1940) for California to enroll one million students in its public schools, but the second million took only 13 years (1940-1953); the third million, five years (1953-1958); and the fourth, even less.

"To house the children that California knows will be waiting at the doorstep in the next 10 years, our state must build 59,000 additional classrooms," McKay said. "The twin problems of school construction and teacher shortage are acute in California now, but will appear mild when compared with those of the years immediately ahead."



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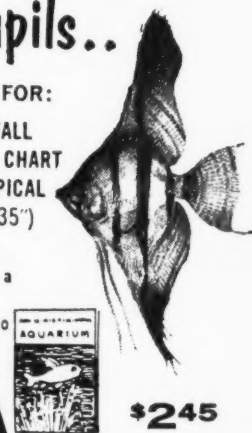
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SAN DIEGO ACTIVITY

(Continued from page 15)

Council committees before they reach Sacramento.

Current information goes out regularly in bulletin-board notices, individual mailings, and the association publication, *The Teacher*. When candidates express themselves on current issues affecting the schools, their views are published prior to elections.

Local Panel Digs Out the Evidence

When personnel problems seemed to get out of hand in the Rowland district at La Puente, Barbara Huddleston, chairman of the professional relations committee of Rowland Union Teachers Association, called on CTA field service for help.



Barbara Huddleston

Ted Bass responded, described workable procedures to be followed in personnel problems. He pointed out that, though serious, the Rowland problems were not uncommon. Other similar fast-growing districts had like troubles.

With the help of William Kingsley, a study panel went after the facts. Testimony from administrative staff and board of trustees went on tape. Many teachers were also interviewed. With the cooperation of newspapers, public witnesses with relevant testimony were invited to air their views. In order to settle conflicting points, some witnesses were called back three or four times.

With this mass of data, the committee spent several days writing its report of findings and recommendations. Released to the public, the professional views thus expressed helped to clear away serious hazards.

Miss Huddleston says, "We now feel we can take the giant step of working independently within our own organization to promote professional growth and to help solve problems as they arise."

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This is your column. It contains offers of many educational materials not available in other magazines. Watch for it in each issue. Order items you can use before the supplies are exhausted.

2. "Music For Every Child" folder gives full information on Harmony Band Instruments which makes it possible for children as early as the first grade to play three-part music from the first lesson on. (Handy Folio Music Co.)

3. **Helpful Materials for Menstrual Education.** Indicate quantities of booklets desired for each age level:

(a) **You're A Young Lady Now** — illus. booklet for girls 9-12.

(b) **Very Personally Yours** — illus. booklet for girls 12 and older.

See ad in this issue for ordering free movie by Walt Disney Productions and other teaching aids. (Kimberly-Clark Corp., Educ. Dept.)

4. **Free Materials on Menstrual Hygiene.** Indicate quantities desired:

(a) **Growing Up and Liking It** — new booklet for young girls.

(b) **How Shall I Tell My Daughter** — illus. booklet for mothers.

See ad in this issue for ordering movie on free loan for girls 9 to 14 and film for girls 14 and older plus other teaching aids. (Personal Products Corp.)

5. **Facts about writing short paragraphs for profit.** (Benson Barrett.)

6. **You Can Publish Your Book**—32-Pg. brochure containing information for every writer. **What Every Writer Should Know About Publishing His Own Book** — 24-Pg. manual of helpful hints, pitfalls, how to prepare a manuscript, submit to a publisher, etc. (Exposition Press.)

9. **Folder lists a variety of tours of Europe planned especially for students and teachers.** Tours cover 12-19 countries and

are priced from \$1025 to \$1295. (Dittman Travel Organization.)

13. **U. S. Trails Map** — colorful 17" x 22" map of historic United States trails depicting events and historic places since 1595 as related in the **American Adventure Series**. Includes complete information on the graded corrective reading program. (Wheeler Publishing Co.)

15. **Arithmetic Teaching Aids** for use with the new Winston Textbooks. A four-page color circular describing a complete line of arithmetic teaching aids for all grades. (Ideal School Supply Co.)

16. **Catalogs** describing lesson sheets in the form of prepared stencils for high school subjects including Science, English, Soc. Studies, Mathematics, and Guidance. Catalog for each subject shows diagrams, drills, tests, etc. available in stencil form ready to be run off on school duplicator. (Cebco Co.)

18. **Colored Picture Panels** — Four popular groups of tropical fishes — 55 species in natural surroundings. Size 7¼ x 24 inches. (Miracle Filter Co.)

20. **Request Card** for a copy of the Teacher's Manual for the 31st Annual Standard School Broadcast Course, "Music Makes a Map." Included with the manual will be a wall-size map as the basis for a classroom project during the course in building a music-map of the world. (Standard Oil of California.)

21. **Samples with brochure and pieces on cardboard cut out letters for use on bulletin boards, exhibits, and posters.** (Redikut Letter Co.)

23. **For Better, Faster Reading**—4-Pg. brochure describing the Rateometer, a motor-driven device for improving reading rate and comprehension; Eye-Span Trainer, hand-operated card shutter for improving reading skill; Flash-Tachment, for converting any 2x2 slide or film-strip projector into a tachistoscope. (Audio-Visual Research.)

25. **Some Odd Facts about Money** — Interesting, humorous historical incidents make this usually serious subject fascinating. Students of basic economics, history or soc. studies will enjoy and learn from this booklet. (Pacific Finance Corp.)

26. **Catalog of teaching aid materials listing chart construction materials, flannelboards, art papers, etc.** (Nifty Mfg. Co.)

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FROM THE FIELD

... statewide professional news

Here are some brief notes about people and places; for more California news, see pages 49-50-51:

PERSONALITIES: *Donald D. Reber*, superintendent of Lynwood schools, was selected for an Eisenhower Exchange Fellowship and is on an eight month observation tour of western Europe. *Gordon E. Harrison* is new superintendent of Keppel union elementary school district, Los Angeles county. *Keith Moses*, coordinator of the San Bernardino office of CTA-SS for the last three years, has been appointed assistant manager of the insurance department at the Los Angeles office of CTA-SS. *Lloyd Roberts* assumed Moses' place at the San Bernardino branch July 1. *Roy Archibald*, San Mateo city councilman, teacher at College of San Mateo, and former president of San Mateo County Teachers Association, has accepted the new staff position of NEA Legislative Consultant, West Coast. He will work with Arnold Wolpert out of NEA's San Francisco office, primarily with citizen groups on national legislation. *William C. Pratt*, British exchange teacher now teaching English and social studies at Anacapa junior high in Ventura, has written a series of articles for the *Ventura Star Free Press* describing his impressions of British and American educational systems. *Robert E. Jenkins* has served since April as superintendent of Pasadena City Schools. Though he formerly held positions in San Diego city schools, he returns to California from the superintendency at Ridgewood, New Jersey. Twelve administrators and teachers of Ventura county schools, each having a service record of between 25 and 40 years, retired this summer. *Mrs. Edith B. Storey*, elementary principal in Fresno city schools and state president of the Association for Nursery Education, was honored in June at a retirement party. She served in Fresno schools for 35 years. *Irene F. Hophan*, principal of Berlyn Ave. school in Ontario, escaped with her life after a sudden June desert storm overturned her boat on Lake Havasu and she clung to the wreckage all night. *Paul F. Shafer*, associate superintendent in charge of Los Angeles city's elementary schools, retired this summer after 36 years of service. *William N. Cunninghame*, 85, died June 29 at his home in Santa Rosa. At the time of his retirement in 1950 his record of 58½ years as teacher, principal, and supervisor in Sonoma county schools was acclaimed as a new state record. *Sterling S. Winans*, state director of recreation since 1947, resigned his office in July to accept a position as advisor to the minister of government at Singapore. *Carl B. Munck*, Oakland attorney and former CSBA president, was elected president of the National School Boards Association in April and appeared as a speaker at numerous educational conventions during the summer. *Mrs. J. Frank Snowden* of Alham-

bra is the new president of the California Congress of Parents and Teachers. *Glen T. Goodwill*, Santa Monica superintendent of schools, toured Russia with a large group of American educators to study schools. *James E. Williamson*, 49, principal of Chester Rowell school in Fresno, died April 26. *Robert Fertig*, Burlingame high school math teacher whose achievements were described in the January 1958 *CTA Journal* (page 15), received the \$1000 annual science teacher award of the Armed Forces Chemical Association June 6. *Floyd Younger*, past president of the Southern California Junior College Association, left Fullerton JC to become dean of instruction at Cerritos. *Rex Wignall* became director of Chaffey College when *Leo Wadsworth* retired. *Hubert Semans*, formerly of the state department of education, became dean of instruction, and *Arla DeHart* of Monterey became dean of students at Foothill junior college. *Fred Huber* succeeded *Calvin Flint* as the new president at Foothill. *John Lounsbury*, long time president of San Bernardino Valley College, retired this summer. *Joseph Cosand* is the new president of Santa Barbara junior college and *Leonard Bowman*, director, moves to the central office with Superintendent *Norman Scharer*. *Rafer Johnson*, whose story and picture appeared in *CTA Journal* in November 1954 (page 26) became holder of the world record decathlon title this summer. The young athlete from Kingsburg is a senior and president of the student body at UCLA. *Chester Gilpin*, a member of the CTA-SS professional staff since 1956, has been appointed associate secretary with power to act for Executive Secretary *Lionel DeSilva* in his absence. *Selmer Ostlie*, CTA-SS director of research since 1950, has accepted a professorship at Los Angeles State College of Applied Arts and Sciences. His duties, beginning this month, will include coordination of administration and supervision. *Hugh G. Price* is the new chief, bureau of junior college education, State Department of Education. *Helen Rachford* of Los Angeles, president of DAVI and a national leader in audio-visual education, was killed this summer in a tragic airplane accident. A memorial fund in her name has been established and contributions may be sent to *Dr. Anna L. Hyer*, executive secretary, DAVI, NEA, 1201-16th St., N.W., Washington 6 D.C. *Myra B. Nelson*, president of the Los Angeles Retired Teachers Association, former L.A. associate superintendent, and for 44 years a teacher and administrator, was named by the Los Angeles city council as Teacher of the Year. *John Plank*, principal of Culver City high school, was elected president of Los Angeles County School Administrators and Supervisors Association, succeeding *Fred Sparks*. *Eugene Portugal* of San Rafael, president of California Aviation Education Association, announced that *W. Earl Sams*, state department of education, is now using a new Cessna 180 for his work with schools, the gift of *Larry Hunt*, Air Oasis Company of Long Beach. *Stanley J. Krikac*, for 22 years supervisor of testing and evaluation in Monterey county schools office, retired in July. *Richard Hayden*, 29, Chico high school teacher, was named Chico's Young Man of the Year. The name of *Miss Helen Randolph*, Los Angeles classroom teacher who died in 1951, was memorialized in the dedication of the new auditorium of North Hollywood high school. *Randolph Hall* will bear a memorial plaque describing the beloved teacher.

EDUCATION, U.S.A.

... national professional news

CONGRESS PASSES STUDENT AID BILL

Congress has passed an \$887 million Federal aid to education bill strongly supported by the California Teachers Association and the National Education Association. President Eisenhower has indicated he will sign the measure which has been designated as the National Defense Education Act of 1958.

The bill is highlighted by a student loan program which makes \$295 million available over a four-year period and offers special incentives to students going into elementary and secondary teaching. As much as half of the amount of a loan may be forgiven if the recipient teaches for five years.

At least \$10 million will be distributed in California in the first year by the aid program which makes grants for purchase of science equipment, vocational schools, foreign language centers, fellowships, guidance, counseling and testing, statistical services and new educational media.

A broad program of scholarships proposed in the original bill was stricken in the compromise version which was approved by overwhelming vote of both houses just before the 85th Congress adjourned on August 23.

► DR. ARTHUR S. FLEMING, 53, former chief of the Office of Defense Mobilization, was sworn in as Secretary of Health, Education, and Welfare August 1, succeeding Marion B. Folsom.

► NATIONAL EDUCATION ASSOCIATION'S California membership was 49,109 on May 31. Leaders confidently expected that the record of the new fiscal year would show an increase.

► WORLD CONFEDERATION of Organizations of the Teaching Profession had its seventh annual assembly in Rome last month. Three hundred delegates represented 60 nations and 2½ million teachers. An anti-discrimination resolution called for equal opportunities for all children.

► JEAN LISTEBARGER, second grade teacher from Ames, Iowa, was named Teacher of the year in *McCall's* annual search.

► GRACE GARDNER, Springfield, Missouri, social studies teacher, will represent NEA Classroom Teachers Department on the National Commission for UNESCO for 1958-61.

► MRS. ROLLIN BROWN of Los Angeles, former president of the National Congress of Parents and Teachers, became an NEA staff consultant, working with civic and educational groups.

► COMPETITIONS for more than 1,000 scholarships for graduate study abroad have been opened by the Institute of International Education. Persons interested may write to the Institute at 1 East 67th Street, New York 21, for either "U.S. Government Grants" a brochure on Fulbright and Inter-American Cultural Convention programs, or "Foreign Study Grants," a brochure on the scholarships offered by foreign governments, universities and private organizations.

Retirement Credit for Out of State Service

A large percentage of California teachers have been employed in this state since July 1, 1944. Under provisions of Education Code Section 14452, they may not receive credit for out-of-state teaching experience toward California retirement.

The Organization for Retirement Credit for Out-of-State Service has been created to finance an actuarial study which will be necessary before CTA or the Legislature can consider modification of the Code to allow credit. ORCOSS steering committee, whose members become an advisory subcommittee to CTA's Retirement Committee, includes:

Lowell K. Ogden, Lancaster, president; W. Foss Hunter, Sacramento, vice president; John E. Land, Jr., Westminster, treasurer; Mrs. Winifred K. Cook,

Oakland, secretary; Hollis D. Westfall, Corona; James P. Johnson, Encinitas; Muriel Arends, Oakland; Mrs. Lorene Halpin, Leucadia; M. Max Miller, San Diego; Melvin P. Mollan, San Francisco; Mrs. Helen Cunningham, San Diego; Dr. Irving Sexter, Sacramento; and Dr. Harold Stebbenson, Sacramento.

Your \$5 membership fee in this Organization will help to make the study possible. If adequate funds are raised, the California Teachers Association has agreed to contract with the State Teachers Retirement System and an actuarial firm for the study. It is also agreed that the Organization will disband when its objectives have been achieved.

Mail your \$5 dues at once to John F. Land, Jr., Treasurer ORCOSS, 693 Sutter Street, San Francisco 2, Calif.

editorial postscript

MANUSCRIPTS submitted for publication now arrive at my desk at the rate of more than 400 a year. I read each one, reject six out of ten, suggest rewrite on many remaining. A letter goes to every contributor, usually brief, sometimes curt, often cliché-ridden. For want of complete honesty, I find myself falling back on "our commitment of space in future schedules prohibits acceptance of your excellent manuscript" or "you have written well but I am unable to find space for publication."

Actually, I search constantly for acceptable ideas in the pile of unsolicited manuscripts. Last year *CTA Journal* published 78 teacher by-lines in addition to the work of nine staff authors. Although some were solicited, the majority came to my desk in the morning mail.

Two years ago we found that 45 per cent of the *Journal's* editorial features were staff-written. As the Association's reporter, I write half of this volume myself; the other half comes from executives of the state CTA staff. Association program and activities take top priority. For conservation of space, we rewrite in brief sentences a condensation of state and national educational news.

It would seem patently unnecessary to tell teachers how to write. But few write simply and clearly. Many violate the most elementary rules of manuscript submission. To avoid disappointment, would-be authors should paste these simple points in their notebooks:

CTA Journal does not publish poetry. It never uses fiction, rarely touches fables, allegories, or sweet sentimental "pieces."

We do not pay for manuscripts; that is, we do not pay in money. But the payoff in prestige is worth great effort.

It shouldn't be necessary to mention this—but manuscripts must be typed, double spaced, on one side of letter-size paper. Carbon copies are an affront to editorial dignity (whatever that is!) and mimeographed

copies of the opus are strictly *verboten*. And never never tell me you are sending a copy of your manuscript to another publication. Let me reject it first. Another rule which we have yet to break is that we never publish an article which has been published elsewhere—not if we know it!

Brevity is not necessarily a virtue, but precision is. Does each sentence communicate precisely what the writer intended? Does each word carry its fair load? Because we must economize in use of space, we suggest a maximum of 1500 words. That makes about six typed pages. We have no minimum; a short paragraph may be a valuable and useful contribution.

We love verbs; we treat adverbs and adjectives with suspicion. A writer may take his stand and define his position forcefully. But his most effective weapon may be humor; anger rarely wins the battle of words. Editorializing is for high school papers; let the facts rally the reader's interest and endorsement.

We have no patience with passive voice. "He gave her a medal" is clear-cut and direct. "She was made the recipient of a medal" implies that we aren't sure just what happened. And she earned the medal if her verbs are active and her nouns concrete.

Simplicity, directness, dedication to fact, casualness, personalization—these are the characteristics of modern American prose. When we find these five stalwarts in a contribution, we strike gold.

We expect our readers to be literate adults. But we also expect our readers to be busy people whose interests must be captured. We endorse the simple rules written by Dr. Edgar Dale of Ohio State University, who believes that the best and most profound ideas in the world can be expressed simply and clearly "for nearly everybody." Here they are:

Define your audience and purpose. Start with what people *want* to know, build a background for what they *need* to know.

Avoid a lengthy introduction. Catch the reader's attention quickly. Tell a logical story.

Make your key points visible. Short paragraphs help; so do subheads.

Be concise but clear. Make the article as long as it *needs* to be.

Make it personal. Modern prose

reads like conversation. Put people in your story, thinking, talking, *doing*.

Invite reader participation and involvement.

Use pointed examples. Season writing with anecdotes. Enter the world of the abstract through the door of the concrete.

Simplify the vocabulary. Avoid pedantic mumbo-jumbo. Avoid profundity which may dazzle but not illuminate. Remove unnecessary qualification.

Use visual material of various kinds. (Photographs of people *in action* are welcome at the *Journal*—but they should be black and white glossy, 8x10, sharp, with good contrast. Finished art work is invariably a *Journal* responsibility.)

Repeat and summarize thoughtfully. What are you driving at? Recast key points in a fresh way; repetition is not enough.

Dale's eleven points, which are here summarized briefly, should provide useful guides for any teacher who wants to write effectively. I can think of additional test questions which a writer might apply to his manuscript before he sends it off for editorial scrutiny:

Is the topic important enough to command the attention of 100,000 readers? Have you confined yourself to one main topic? Does your title reflect the content? Are paragraphs short? Is this manuscript slanted for California readers and was it prepared specifically and solely for *CTA Journal*? Has it been condensed without significant loss of content? Is the typing legible and are pages numbered? Is the author's name, mailing address, CTA membership status, and school position stated on the upper portion of the first page of copy? Have you provided a self-addressed postage-paid envelope?

I could write a book (but not here) about the purposes of the *Journal* and about the editorial contributions we seek which will serve those purposes. Style and emphasis, the kind of articles we use—and the kind we *don't* use—can best be illustrated by studying the contents of the *Journal* itself. There will be exceptions to the rule which will make me eat my words. But I keep hoping that the "meal" we serve in each issue of the *Journal*—the words I *don't* eat—will provide a palatable and nutritious diet.



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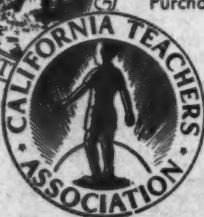
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